

TUESDAY, JULY 20, 1999 (81)

81.1 APPOINTMENT OF SPEAKER PRO TEMPORE

The House was called to order at 9 o'clock a.m. by the SPEAKER pro tempore, Mrs. WILSON, who laid before the House the following communication:

WASHINGTON, DC,  
July 20, 1999.

I hereby appoint the Honorable HEATHER WILSON to act as Speaker pro tempore on this day.

J. DENNIS HASTERT,  
*Speaker of the House of Representatives.*

Whereupon, pursuant to the order of the House of Tuesday, January 19, 1999, Members were recognized for "morn-ing-hour debate".

81.2 RECESS—9:35 A.M.

The SPEAKER pro tempore, Mrs. WILSON, pursuant to clause 12 of rule I, declared the House in recess at 9 o'clock 35 minutes a.m. until 10 o'clock a.m.

81.3 AFTER RECESS—10 A.M.

The SPEAKER pro tempore, Mr. CALVERT, called the House to order.

81.4 APPROVAL OF THE JOURNAL

The SPEAKER pro tempore, Mr. CALVERT, announced he had examined and approved the Journal of the proceedings of Monday, July 19, 1999.

Pursuant to clause 1, rule I, the Journal was approved.

81.5 COMMUNICATIONS

Executive and other communications, pursuant to clause 2, rule XIV, were referred as follows:

3116. A letter from the Congressional Review Coordinator, Animal and Plant Health Inspection Service, Department of Agriculture, transmitting the Department's final rule—Brucellosis in Cattle; State and Area Classifications; Kansas [Docket No. 99-051-1] received July 9, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3117. A communication from the President of the United States, transmitting his requests for FY 2000 budget amendments for the Departments of Defense, Health and Human Services, and Justice and for International Assistance Programs, pursuant to 31 U.S.C. 1107; (H. Doc. No. 106—101); to the Committee on Appropriations and ordered to be printed.

3118. A letter from the Assistant General Counsel for Regulations, Assistant Secretary for Public and Indian Housing, Department of Housing and Urban Development, transmitting the Department's final rule—Comprehensive Improvement Assistance Program [Docket No. FR-4462-F-02] (RIN: 2577-AB97) received July 2, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Banking and Financial Services.

3119. A letter from the Assistant General Counsel for Regulations, Office of the Assistant Secretary for Housing, Department of Housing and Urban Development, transmitting the Department's final rule—Single Family Mortgage Insurance; Informed Consumer Choice Disclosure Notice: Technical Correction [Docket No. FR-4411-F-03] (RIN: 2502-AH30) received July 2, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Banking and Financial Services.

3120. A letter from the Assistant General Counsel for Regulations, Government Na-

tional Mortgage Association, Department of Housing and Urban Development, transmitting the Department's final rule—Ginnie Mae MBS Program: Book-Entry Securities [Docket No. FR-4331-F-02] (RIN: 2503-AA12) received July 2, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Banking and Financial Services.

3121. A letter from the Assistant General Counsel for Regulations, Department of Housing and Urban Development, transmitting the Department's final rule—Uniform Financial Reporting Standards for HUD Housing Programs; Technical Amendment [Docket No. FR-4321-F-06] (RIN: 2501-AC49) received July 2, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Banking and Financial Services.

3122. A letter from the Assistant General Counsel for Regulations, Department of Housing and Urban Development, transmitting the Department's final rule—Disposition of HUD-Acquired Single Family Property; Officer Next Door Sales Program [Docket No. FR-4277-F-02] (RIN: 2502-AH37) received July 2, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Banking and Financial Services.

3123. A letter from the Secretary of Education, transmitting Final Regulations—Privacy Act Regulations (RIN: 1880-AA78) received June 9, 1999, pursuant to 20 U.S.C. 1232(f); to the Committee on Education and the Workforce.

3124. A letter from the Assistant General Counsel for Regulations, Special Education and Rehabilitative Services, Department of Education, transmitting the Department's final rule—Notice of Final Funding Priorities for Fiscal Year 1999 for New Awards under the Administrative Technology Act—received July 12, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Education and the Workforce.

3125. A letter from the Director, Corporate Policy and Research Department, Pension Benefit Guaranty Corporation, transmitting the Corporation's final rule—Allocation of Assets in Single-Employer Plans; Interest Assumptions for Valuing Benefits—received July 13, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Education and the Workforce.

3126. A letter from the Attorney, National Highway and Traffic Safety Administration, Department of Transportation, transmitting the Department's final rule—Tire Identification and Recordkeeping; Tire Identification Symbols [Docket No. 99-5928] (RIN: 2127-AH10) received July 9, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Commerce.

3127. A letter from the Special Assistant to the Chief, Mass Media Bureau, Federal Communications Commission, transmitting the Commission's final rule—Amendment of Section 73.202(b), Table of Allotments, FM Broadcast Stations. (Mullins and Briarcliffe Acres, South Carolina) [MM Docket No. 97-72 RM-9017] received July 14, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Commerce.

3128. A letter from the Special Assistant to the Chief, Mass Media Bureau, Federal Communications Commission, transmitting the Commission's final rule—Amendment of Section 73.202(b), Table of Allotments, FM Broadcast Stations. (Logan, Utah and Evanston, Wyoming) [MM Docket No. 98-211 RM-9349 RM-9477] received July 14, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Commerce.

3129. A letter from the Director, Office of Congressional Affairs, Nuclear Regulatory Commission, transmitting Inservice Inspection Code Case Acceptability, ASME Section XI, Division 1; to the Committee on Commerce.

3130. A letter from the Director, Office of Congressional Affairs, Nuclear Regulatory

Commission, transmitting Materials Code Case Acceptability ASME Section III, Division 1; to the Committee on Commerce.

3131. A letter from the Executive Director, Federal Labor Relations Authority, transmitting a report concerning implementation of the Sunshine Act during calendar year 1998, pursuant to 5 U.S.C. 552b(j); to the Committee on Government Reform.

3132. A letter from the Administrator, National Aeronautics and Space Administration, transmitting the Semiannual Report of the Inspector General of NASA for the period ending March 31, 1999, pursuant to 5 U.S.C. app. (Insp. Gen. Act) section 5(b); to the Committee on Government Reform.

3133. A letter from the Director, Administration and Management, Office of the Secretary of Defense, transmitting notification of a vacancy in the Office of the Secretary of Defense; to the Committee on Government Reform.

3134. A letter from the Director, Office of Personnel Management, transmitting the Office's final rule—Pay Administration (General); Lump-Sum Payments for Annual Leave (RIN: 3206-AF38) received July 14, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Government Reform.

3135. A letter from the Director, Fish and Wildlife Service, Department of the Interior, transmitting the Department's final rule—Endangered and Threatened Wildlife and Plants; Designation of Critical Habitat for the Huachuca Water Umbel, a Plant (RIN: 1018-AF37) received July 6, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Resources.

3136. A letter from the Director, Fish and Wildlife Service, Department of the Interior, transmitting the Department's final rule—Endangered and Threatened Wildlife and Plants; Designation of Critical Habitat for the Cactus Ferruginous Pygmy-owl (*Glaucidium brasilianum cactorum*) (RIN: 1018-AF36) received July 6, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Resources.

3137. A letter from the Acting Director, Office of Sustainable Fisheries, National Marine Fisheries Service, National Oceanic and Atmospheric Administration, transmitting the Administration's final rule—Fisheries Off the West Coast States and in the Western Pacific; Pacific Coast Groundfish Fishery; Trip Limit Adjustments [Docket No. 981231333-8333; I.D. 062999D] received July 12, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Resources.

3138. A letter from the Fisheries Biologist, Office of Protected Resources, National Oceanic and Atmospheric Administration, transmitting the Administration's final rule—Sea Turtle Conservation; Shrimp Trawling Requirements [Docket No. 950427117-8292-05; I.D. 112398G] (RIN: 0648-AH97) received July 2, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Resources.

3139. A letter from the Assistant Secretary for Legislative Affairs, Department of State, transmitting the Department's final rule—Visas: Passports and Visas Not Required for Certain Nonimmigrants [Public Notice No. 3077] (RIN: 1400-A75) received July 6, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on the Judiciary.

3140. A letter from the Administrator, Federal Aviation Administration, transmitting a report of events, programs, and accomplishments in civil aviation security in 1997, pursuant to 49 U.S.C. app. 1356(a); to the Committee on Transportation and Infrastructure.

3141. A letter from the Chief, Office of Regulations and Administrative Law, USCG, Department of Transportation, transmitting the Department's final rule—Safety Zone: T E L Enterprises Fireworks Display, Great South Bay off Davis Park, N.Y. [CGD01-99-

115] (RIN: 2115-AA97) received July 12, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3142. A letter from the Chief, Office of Regulations and Administrative Law, USCG, Department of Transportation, transmitting the Department's final rule—Technical Amendments to USCG Regulations to Update RIN numbers; Correction [CGD01-99-106] (RIN: 2115-AA97) received July 12, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3143. A letter from the Program Analyst, Office of the Chief Counsel, FAA, Department of Transportation, transmitting the Department's final rule—Airworthiness Directives; Stemme GmbH & Co. KG Model S10-VT Sailplanes [Docket No. 99-CE-07-AD; Amendment 39-11222; AD 99-15-03] (RIN: 2120-AA64) received July 15, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3144. A letter from the Program Analyst, Office of the Chief Counsel, FAA, Department of Transportation, transmitting the Department's final rule—Airworthiness Directives; Pratt & Whitney JT9D Series Turboprop Engines [Docket No. 92-ANE-23; Amendment 39-11219; AD 99-14-08] (RIN: 2120-AA64) received July 15, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3145. A letter from the Chief, Office of Regulations and Administrative Law, USCG, Department of Transportation, transmitting the Department's final rule—Rules of Practice, Procedure, and Evidence for Administrative Proceedings of the Coast Guard [USCG-1998-3472] (RIN: 2115-AF59) received July 12, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3146. A letter from the Program Analyst, Office of the Chief Counsel, FAA, Department of Transportation, transmitting the Department's final rule—Airworthiness Directives; The New Piper Aircraft, Inc. Models PA-46-310P and PA-46-350P Airplanes [Docket No. 98-CE-112-AD; Amendment 39-11223; AD 99-15-04] (RIN: 2120-AA64) received July 15, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3147. A letter from the Chief, Office of Regulations and Administrative Law, USCG, Department of Transportation, transmitting the Department's final rule—Special Local Regulations: Harbour Town Fireworks Display, Calibogue Sound, Hilton Head, SC [CGD07 99-036] (RIN: 2115-AE47) received July 12, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3148. A letter from the Program Analyst, Office of the Chief Counsel, FAA, Department of Transportation, transmitting the Department's final rule—Airworthiness Directives; MT-Propeller Entwicklung GMBH Models MTV-9-B-C and MTV-3-B-C Propellers [Docket No. 99-NE-35-AD; Amendment 39-11216; AD 99-14-06] (RIN: 2120-AA64) received July 15, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3149. A letter from the Chief, Office of Regulations and Administrative Law, USCG, Department of Transportation, transmitting the Department's final rule—Safety Zone; Staten Island Fireworks, Raritan Bay and Lower New York Bay [CGD01-99-083] (RIN: 2115-AA97) received July 12, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3150. A letter from the Program Analyst, Office of the Chief Counsel, FAA, Department of Transportation, transmitting the Department's final rule—Establishment of

Class E Airspace; Avon Park, FL [Airspace Docket No. 99-ASO-8] received July 15, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3151. A letter from the Chief, Office of Regulations and Administrative Law, USCG, Department of Transportation, transmitting the Department's final rule—Adjustment of Fees for Issuing Numbers to Undocumented Vessels in Alaska [USCG 1998-3386] (RIN: 2115-AF62) received July 9, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Transportation and Infrastructure.

3152. A letter from the Secretary of Health and Human Services, transmitting the twenty-second annual report on the Child Support Enforcement Program, pursuant to 42 U.S.C. 652(a)(10); to the Committee on Ways and Means.

3153. A letter from the Chief Counsel, Bureau of the Public Debt, Department of Treasury, transmitting the Department's final rule—Government Securities: Call for Large Position Reports—received July 14, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Ways and Means.

3154. A letter from the Chief, Regulations Unit, Internal Revenue Service, transmitting the Service's final rule—Removal of Regulations Providing Guidance Under Subpart F Relating to Partnerships and Branches [TD 8827] (RIN: 1545-AW49) received July 9, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Ways and Means.

3155. A letter from the Chief, Regulations Unit, Internal Revenue Service, transmitting the Service's final rule—Examination of Returns and Claims for Refund, Credit, or Abatement; Determination of Correct Tax Liability [Rev. Proc. 99-30] received July 14, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Ways and Means.

3156. A letter from the Chief, Regulations Unit, Internal Revenue Service, transmitting the Service's final rule—Announcement Requesting Comments on Foreign Contingent Debt [Announcement 99-76] received July 14, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Ways and Means.

#### 181.6 MESSAGE FROM THE SENATE

A message from the Senate by Mr. Lundregan, one of its clerks, announced that the Senate had passed with an amendment in which the concurrence of the House is requested, A bill of the House of the following title:

H.R. 2490. An Act making appropriations for the Treasury Department, the United States Postal Service, the Executive Office of the President, and certain Independent Agencies, for the fiscal year ending September 30, 2000, and for other purposes.

The message also announced that the Senate insists upon its amendment to the bill (H.R. 2490) "An Act making appropriations for the Treasury Department, the United States Postal Service, the Executive Office of the President, and certain Independent Agencies, for the fiscal year ending September 30, 2000, and for other purposes," requests a conference with the House on the disagreeing votes of the two Houses thereon, and appoints Mr. CAMPBELL, Mr. SHELBY, Mr. KYL, Mr. STEVENS, Mr. DORGAN, Ms. MIKULSKI, and Mr. BYRD, to be the conferees on the part of the Senate.

#### 181.7 PRIVATE CALENDAR

Pursuant to clause 5, rule XV, The SPEAKER pro tempore, Mr. CALVERT, directed the Private Calendar to be called.

When,

#### 181.8 BILLS PASSED

The bill of the following title was considered, read twice, ordered to be engrossed and read a third time, was read a third time by title, and passed:

H.R. 660. A bill for the relief of Suchada Kwong.

The bills of the Senate of the following titles were severally considered, read twice, ordered to be read a third time, were severally read a third time by title, and passed:

S. 361. An Act to direct the Secretary of the Interior to transfer to John R. and Margaret J. Lowe of Big Horn County, Wyoming, certain land so as to correct an error in the patent issued to their predecessors in interest.

S. 449. An Act to direct the Secretary of the Interior to transfer to the personal representative of the estate of Fred Steffens of Big Horn County, Wyoming, certain land comprising the Steffens family property.

*Ordered*, That the Clerk notify the Senate thereof.

The bill of the following title was considered, read twice; the amendment following was agreed to, and the bill, as amended, was ordered to be engrossed and read a third time, was read a third time by title, and passed:

H.R. 322. A bill for the private relief of Ruth Hairston by waiver of a filing deadline for appeal from a ruling relating to her application for a survivor annuity.

Amendment offered by the Committee on the Judiciary:

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. PERMANENT RESIDENT STATUS FOR SUCHADA KWONG.

(a) IN GENERAL.—Notwithstanding subsections (a) and (b) of section 201 of the Immigration and Nationality Act, Suchada Kwong shall be eligible for issuance of an immigrant visa or for adjustment of status to that of an alien lawfully admitted for permanent residence upon filing an application for issuance of an immigrant visa under section 204 of such Act or for adjustment of status to lawful permanent resident.

(b) ADJUSTMENT OF STATUS.—If Suchada Kwong enters the United States before the filing deadline specified in subsection (c), she shall be considered to have entered and remained lawfully and shall, if otherwise eligible, be eligible for adjustment of status under section 245 of the Immigration and Nationality Act as of the date of the enactment of this Act.

(c) DEADLINE FOR APPLICATION AND PAYMENT OF FEES.—Subsections (a) and (b) shall apply only if the application for issuance of an immigrant visa or the application for adjustment of status is filed with appropriate fees within 2 years after the date of the enactment of this Act.

(d) REDUCTION OF IMMIGRANT VISA NUMBER.—Upon the granting of an immigrant visa or permanent residence to Suchada Kwong, the Secretary of State shall instruct the proper officer to reduce by 1, during the current or next following fiscal year, the total number of immigrant visas that are made available to natives of the country of the alien's birth under section 203(a) of the Immigration and Nationality Act or, if applicable, the total number of immigrant visas

that are made available to natives of the country of the alien's birth under section 202(e) of such Act.

(e) DENIAL OF PREFERENTIAL IMMIGRATION TREATMENT FOR CERTAIN RELATIVES.—The natural parents, brothers, and sisters of Suchada Kwong shall not, by virtue of such relationship, be accorded any right, privilege, or status under the Immigration and Nationality Act.

*Ordered*, That the Clerk request the concurrence of the Senate in said bills, severally.

§81.9 CAPITOL “MEMORIAL DOOR”  
DESIGNATED

Mr. FRANKS of New Jersey moved to suspend the rules and agree to the following concurrent resolution (H. Con. Res. 158); as amended:

Whereas on July 24, 1998, a lone gunman entered the United States Capitol through the door known as the Document Door, located on the first floor of the East Front;

Whereas Officer Jacob Joseph Chestnut was the first United States Capitol Police officer to confront the gunman just inside the Document Door and lost his life as a result;

Whereas Detective John Michael Gibson also confronted the gunman and lost his life in the ensuing shootout;

Whereas the last shot fired by Detective John Gibson—his final act as an officer of the law—finally brought down the gunman and ended his deadly rampage;

Whereas while the gunman's intentions are not fully known, nor may ever be known, it is clear that he would have killed more innocent people if United States Capitol Police Officer Jacob Chestnut and Detective John Gibson had not ended the violent rampage;

Whereas the United States Capitol Police represent true dedication and professionalism in their duties to keep the United States Capitol and the Senate and House of Representatives office buildings safe for all who enter them;

Whereas the United States Capitol shines as a beacon of freedom and democracy all around the world;

Whereas keeping the sacred halls of the United States Capitol, known as the People's House, accessible for all the people of the United States and the world is a true testament of Congress and of our Nation's dedication to upholding the virtues of freedom;

Whereas the door near where this tragic incident took place has been known as the Document Door; and

Whereas it is fitting and appropriate that the Document Door henceforth be known as the Memorial Door in honor of Officer Jacob Chestnut and Detective John Michael Gibson of the United States Capitol Police, who gave their lives in the line of duty on July 24, 1998, near that door.

*Resolved by the House of Representatives (the Senate concurring)*, That the door known as the Document Door and located on the first floor of the East Front of the United States Capitol is designated as the “Memorial Door” in honor of Officer Jacob Joseph Chestnut and Detective John Michael Gibson of the United States Capitol Police, who gave their lives in the line of duty on July 24, 1998, near that door.

The SPEAKER pro tempore, Mr. CALVERT, recognized Mr. FRANKS of New Jersey and Mr. SHOWS, each for 20 minutes.

After debate,

The question being put, *viva voce*,

Will the House suspend the rules and agree to said concurrent resolution, as amended?

The SPEAKER pro tempore, Mr. CALVERT, announced that two-thirds

of the Members present had voted in the affirmative.

Mr. SHUSTER objected to the vote on the ground that a quorum was not present and not voting.

A quorum not being present,

The roll was called under clause 6, rule XX, and the call was taken by electronic device.

When there appeared { Yeas ..... 417  
Nays ..... 0

§81.10 [Roll No. 311]  
YEAS—417

Ackerman	Cunningham	Hinojosa
Aderholt	Davis (FL)	Hobson
Allen	Davis (IL)	Hoefel
Andrews	Davis (VA)	Hoekstra
Archer	Deal	Holt
Armey	DeFazio	Hooley
Bachus	DeGette	Horn
Baird	Delahunt	Hostettler
Baldacci	DeLauro	Houghton
Baldwin	DeLay	Hoyer
Ballenger	DeMint	Hulshof
Barcia	Deutsch	Hunter
Barr	Diaz-Balart	Hutchinson
Barrett (NE)	Dickey	Hyde
Barrett (WI)	Dicks	Inslee
Barlett	Dingell	Isakson
Barton	Dixon	Istook
Bass	Doggett	Jackson (IL)
Bateman	Dooley	Jackson-Lee
Becerra	Doolittle	(TX)
Bentsen	Doyle	Jenkins
Bereuter	Dreier	John
Berkley	Duncan	Johnson (CT)
Berman	Dunn	Johnson, E. B.
Berry	Edwards	Johnson, Sam
Biggert	Ehlers	Jones (NC)
Bilbray	Ehrlich	Jones (OH)
Bilirakis	Emerson	Kanjorski
Bishop	Engel	Kaptur
Blagojevich	Eshoo	Kasich
Bliley	Etheridge	Kelly
Blumenauer	Evans	Kildee
Blunt	Everett	Kilpatrick
Boehlert	Ewing	Kind (WI)
Boehner	Farr	King (NY)
Bonilla	Filner	Kingston
Bonior	Fletcher	Kleczka
Bono	Foley	Klink
Borski	Forbes	Knollenberg
Boswell	Ford	Kolbe
Boucher	Fossella	Kucinich
Boyd	Fowler	Kuykendall
Brady (PA)	Frank (MA)	LaFalce
Brady (TX)	Franks (NJ)	LaHood
Brown (FL)	Frelinghuysen	Lampson
Brown (OH)	Frost	Lantos
Bryant	Galleghy	Largent
Burr	Ganske	Larson
Burton	Gejdenson	Latham
Buyer	Gekas	LaTourette
Callahan	Gephardt	Lazio
Calvert	Gibbons	Leach
Camp	Gilchrest	Lee
Campbell	Gillmor	Levin
Canady	Gilman	Lewis (CA)
Cannon	Gonzalez	Lewis (KY)
Capps	Goode	Linder
Capuano	Goodlatte	Lipinski
Cardin	Goodling	LoBiondo
Carson	Gordon	Lofgren
Castle	Goss	Lowey
Chabot	Graham	Lucas (KY)
Chambliss	Granger	Lucas (OK)
Chenoweth	Green (TX)	Luther
Clay	Green (WI)	Maloney (CT)
Clayton	Greenwood	Maloney (NY)
Clement	Gutierrez	Manzullo
Clyburn	Gutknecht	Markey
Coburn	Hall (OH)	Martinez
Collins	Hall (TX)	Mascara
Condit	Hansen	Matsui
Conyers	Hastert	McCarthy (MO)
Cook	Hastings (FL)	McCarthy (NY)
Cooksey	Hastings (WA)	McCollum
Costello	Hayes	McCrery
Cox	Hayworth	McGovern
Coyne	Hefley	McHugh
Cramer	Herger	McInnis
Crane	Hill (IN)	McIntosh
Crowley	Hill (MT)	McIntyre
Cubin	Hilleary	McKeon
Cummings	Hilliard	McKinney

McNulty	Rahall	Stearns
Meehan	Ramstad	Stenholm
Meek (FL)	Rangel	Strickland
Meeks (NY)	Regula	Stump
Menendez	Reyes	Stupak
Metcalf	Reynolds	Sununu
Mica	Riley	Sweeney
Millender-	Rivers	Talent
McDonald	Rodriguez	Tancredo
Miller (FL)	Roemer	Tanner
Miller, Gary	Rogan	Tauscher
Miller, George	Rogers	Tauzin
Minge	Rohrabacher	Taylor (MS)
Mink	Ros-Lehtinen	Taylor (NC)
Moakley	Rothman	Terry
Mollohan	Roukema	Thomas
Moore	Roybal-Allard	Thompson (CA)
Moran (KS)	Royce	Thompson (MS)
Moran (VA)	Rush	Thornberry
Morella	Ryan (WI)	Thune
Murtha	Ryun (KS)	Thurman
Myrick	Sabo	Tiahrt
Nadler	Salmon	Tierney
Napolitano	Sanchez	Toomey
Neal	Sanders	Trafigant
Nethercutt	Sandlin	Turner
Ney	Sanford	Udall (CO)
Northup	Sawyer	Udall (NM)
Norwood	Saxton	Upton
Nussle	Scarborough	Velazquez
Oberstar	Schaffer	Vento
Obey	Schakowsky	Visclosky
Oliver	Scott	Vitter
Ose	Sensenbrenner	Walden
Owens	Serrano	Walsh
Oxley	Sessions	Wamp
Packard	Shadegg	Waters
Pallone	Shaw	Watkins
Pascrell	Shays	Watt (NC)
Pastor	Sherman	Watts (OK)
Paul	Sherwood	Waxman
Payne	Shimkus	Weiner
Pease	Shows	Weldon (FL)
Pelosi	Shuster	Weldon (PA)
Peterson (MN)	Simpson	Weller
Petri	Sisisky	Wexler
Phelps	Skeen	Weygand
Pickering	Skelton	Whitfield
Pickett	Slaughter	Wicker
Pitts	Smith (MI)	Wilson
Pombo	Smith (NJ)	Wise
Pomeroy	Smith (TX)	Wolf
Porter	Smith (WA)	Woolsey
Portman	Snyder	Wu
Price (NC)	Souder	Wynn
Pryce (OH)	Spence	Young (AK)
Quinn	Spratt	Young (FL)
Radanovich	Stabenow	

NOT VOTING—17

Abercrombie	Fattah	McDermott
Baker	Hinchey	Ortiz
Coble	Holden	Peterson (PA)
Combest	Jefferson	Stark
Danner	Kennedy	Towns
English	Lewis (GA)	

So, two-thirds of the Members present having voted in favor thereof, the rules were suspended and said concurrent resolution, as amended, was agreed to.

A motion to reconsider the vote whereby the rules were suspended and said concurrent resolution, as amended, was agreed to was, by unanimous consent, laid on the table.

*Ordered*, That the Clerk request the concurrence of the Senate in said concurrent resolution.

§81.11 EMBASSY SECURITY AND STATE  
DEPARTMENT AUTHORIZATION

The SPEAKER pro tempore, Mr. LAHOOD, pursuant to House Resolution 247 and rule XVIII, declared the House resolved into the Committee of the Whole House on the state of the Union for the further consideration of the bill (H.R. 2415) to enhance security of the United States missions and personnel overseas, to authorize appropriations for the Department of State

for fiscal year 2000, and for other purposes.

Mr. CALVERT, Acting Chairman of the Committee of the Whole, assumed the chair; and after some time spent therein,

# 81.12 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following substitute amendment submitted by Mr. CAMPBELL to the amendment by Mr. SMITH of New Jersey:

Substitute amendment submitted by Mr. CAMPBELL:

Page 19, strike line 1, and all that follows through line 17 on page 21, and insert the following:

(d) CONTRIBUTIONS TO UNITED NATIONS POPULATION FUND.—

(1) LIMITATIONS ON AMOUNT OF CONTRIBUTION.—Of the amounts made available under subsection (a), not more than \$25,000,000 for fiscal year 2000 shall be available for the United Nations Population Fund (hereinafter in this subsection referred to as the “UNFPA”).

(2) PROHIBITION ON USE OF FUNDS IN CHINA.—None of the funds made available under subsection (a) may be made available for the UNFPA for a country program in the People's Republic of China.

(3) CONDITIONS ON AVAILABILITY OF FUNDS.—Amounts made available under subsection (a) for fiscal year 2000 for the UNFPA may not be made available to UNFPA unless—

(A) the UNFPA maintains amounts made available to the UNFPA under this section in an account separate from other accounts of the UNFPA;

(B) the UNFPA does not commingle amounts made available to the UNFPA under this section with other sums; and

(C) the UNFPA does not fund abortions.

(4) REPORT TO CONGRESS AND WITHHOLDING OF FUNDS.—

(A) Not later than February 15, 2000, the Secretary of State shall submit a report to the appropriate congressional committees indicating the amount of funds that the United Nations Population Fund is budgeting for the years in which the report is submitted for a country program in the People's Republic of China.

(B) If a report under subparagraph (A) indicates that the United Nations Population Fund plans to spend funds for a country program in the People's Republic of China in the year covered by the report, then the amount of such funds that the UNFPA plans to spend in the People's Republic of China shall be deducted from the funds made available to the UNFPA after March 1 for obligation for the remainder of the fiscal year in which the report is submitted.

Amendment submitted by Mr. SMITH of New Jersey;

Page 19, strike line 1 and all that follows through line 17, on page 21, and insert the following:

(d) CONTRIBUTION TO UNITED NATIONS POPULATION FUND.—

(1) LIMITATION.—Of the amounts made available under subsection (a) for United States voluntary contributions no funds may be made available to the United Nations Population Fund (UNFPA) unless the President submits to the appropriate congressional committees the certification described in paragraph (2).

(2) CERTIFICATION.—The certification referred to in paragraph (1) is a certification by the President that—

(A) the UNFPA has terminated all activities in the People's Republic of China, and

the United States has received assurances that UNFPA will conduct no such activities during the fiscal year for which the funds are to be made available; or

(B) during the 12 months preceding such certification there have been no abortions as the result of coercion associated with the family planning policies of the national government or other governmental entities within the People's Republic of China.

(3) DEFINITION.—As used in this subsection, the term “coercion” includes physical duress or abuse, destruction or confiscation of property, loss of means of livelihood, and severe psychological pressure.

It was decided in the { Yeas ..... 221  
affirmative ..... } Nays ..... 198

# 81.13

[Roll No. 312]

## AYES—221

Abercrombie	Frost	Moran (VA)
Ackerman	Ganske	Morella
Allen	Gejdenson	Murtha
Andrews	Gephardt	Nadler
Baird	Gibbons	Napolitano
Baldacci	Gilchrest	Neal
Baldwin	Gilman	Oberstar
Barrett (WI)	Gonzalez	Obey
Bass	Gordon	Olver
Becerra	Granger	Ose
Bentsen	Green (TX)	Owens
Bereuter	Greenwood	Pallone
Berkley	Gutierrez	Pascarella
Berman	Hastings (FL)	Pastor
Berry	Hill (IN)	Payne
Biggert	Hilliard	Pelosi
Bilbray	Hinojosa	Pomeroy
Bishop	Hobson	Porter
Blagojevich	Hoeffel	Price (NC)
Blumenauer	Holt	Pryce (OH)
Boehert	Hoolley	Ramstad
Bonior	Horn	Rangel
Borski	Houghton	Regula
Boswell	Hoyer	Reyes
Boucher	Inslee	Rivers
Boyd	Isakson	Rodriguez
Brady (PA)	Jackson (IL)	Rothman
Brown (FL)	Jackson-Lee	Roukema
Brown (OH)	(TX)	Roybal-Allard
Campbell	Johnson (CT)	Rush
Capps	Johnson, E. B.	Sabo
Capuano	Jones (OH)	Sanchez
Cardin	Kanjorski	Sanders
Carson	Kaptur	Sandlin
Castle	Kelly	Sawyer
Clay	Kilpatrick	Schakowsky
Clayton	Kind (WI)	Scott
Clement	Kleczka	Serrano
Clyburn	Klink	Shaw
Condit	Kolbe	Shays
Conyers	Kuykendall	Sherman
Cooksey	Lampson	Sisisky
Coyne	Lantos	Slaughter
Cramer	Larson	Smith (WA)
Crowley	LaTourette	Snyder
Cummings	Lazio	Spratt
Davis (FL)	Leach	Stabenow
Davis (IL)	Lee	Strickland
Davis (VA)	Levin	Sweeney
DeFazio	Lewis (CA)	Tanner
DeGette	Lofgren	Tauscher
Delahunt	Lowe	Thomas
DeLauro	Luther	Thompson (CA)
Deutsch	Maloney (CT)	Thompson (MS)
Dicks	Maloney (NY)	Thurman
Dingell	Markey	Tierney
Dixon	Martinez	Turner
Doggett	Matsui	Udall (CO)
Dooley	McCarthy (MO)	Udall (NM)
Doyle	McCarthy (NY)	Upton
Edwards	McGovern	Velazquez
Ehrlich	McKinney	Vento
Engel	McNulty	Visclosky
Eshoo	Meehan	Waters
Etheridge	Meek (FL)	Watt (NC)
Evans	Meeks (NY)	Waxman
Farr	Menendez	Weiner
Fattah	Millender	Wexler
Finer	McDonald	Wilson
Foley	Miller (FL)	Wise
Ford	Miller, George	Woolsey
Fowler	Minge	Wu
Frank (MA)	Mink	Wynn
Franks (NJ)	Moakley	
Frelinghuysen	Moore	

## NOES—198

Aderholt	Hall (TX)	Pombo
Archer	Hansen	Portman
Armey	Hastings (WA)	Quinn
Bachus	Hayes	Radanovich
Ballenger	Hayworth	Rahall
Barcia	Hefley	Reynolds
Barr	Herger	Riley
Barrett (NE)	Hill (MT)	Roemer
Bartlett	Hilleary	Rogan
Barton	Hoekstra	Rogers
Bateman	Hostettler	Rohrabacher
Bilirakis	Hulshof	Ros-Lehtinen
Bliley	Hunter	Royce
Blunt	Hutchinson	Ryan (WI)
Boehner	Hyde	Ryun (KS)
Bonilla	Istook	Salmon
Bono	Jenkins	Sanford
Brady (TX)	John	Saxton
Bryant	Johnson, Sam	Scarborough
Burr	Jones (NC)	Schaffer
Burton	Kasich	Sensenbrenner
Buyer	Kildee	Sessions
Callahan	King (NY)	Shadegg
Calvert	Kingston	Sherwood
Camp	Knollenberg	Shimkus
Canady	Kucinich	Shows
Cannon	LaFalce	Shuster
Chabot	LaHood	Simpson
Chambliss	Largent	Skeen
Chenoweth	Latham	Skelton
Coburn	Lewis (KY)	Smith (MI)
Collins	Linder	Smith (NJ)
Cook	Lipinski	Smith (TX)
Costello	LoBiondo	Souder
Cox	Lucas (KY)	Spence
Crane	Lucas (OK)	Stearns
Cubin	Manzullo	Stenholm
Cunningham	Mascara	Stump
Danner	McCollum	Stupak
Deal	McCrery	Sununu
DeLay	McHugh	Talent
DeMint	McInnis	Tancredo
Diaz-Balart	McIntosh	Tauzin
Dickey	McIntyre	Taylor (MS)
Doolittle	McKeon	Taylor (NC)
Dreier	Metcalf	Terry
Duncan	Mica	Thornberry
Dunn	Miller, Gary	Thune
Ehlers	Mollohan	Tiahrt
Emerson	Moran (KS)	Toomey
Everett	Myrick	Trafficant
Ewing	Nethercutt	Vitter
Fletcher	Ney	Walsh
Forbes	Northup	Wamp
Fossella	Norwood	Watkins
Gallegly	Nussle	Watts (OK)
Gekas	Oxley	Weldon (FL)
Gillmor	Packard	Weldon (PA)
Goode	Paul	Weller
Goodlatte	Pease	Weygand
Goodling	Peterson (MN)	Whitfield
Goss	Petri	Wicker
Graham	Phelps	Wolf
Green (WI)	Pickering	Young (AK)
Gutknecht	Pickett	Young (FL)
Hall (OH)	Pitts	

## NOT VOTING—14

Baker	Holden	Ortiz
Coble	Jefferson	Peterson (PA)
Combest	Kennedy	Stark
English	Lewis (GA)	Towns
Hinche	McDermott	

So the substitute amendment was agreed to.

# 81.14 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following amendment submitted by Mr. SANFORD:

Page 14, line 23, strike “\$17,500,000” and insert “\$12,000,000”.

Page 15, strike lines 19 and 20, and insert “\$1,500,000 for the fiscal year 2000.”.

Page 21, line 25, strike “\$15,000,000” and insert “\$8,000,000”.

It was decided in the negative .....

Yeas ..... 180  
Nays ..... 237  
Answered present 1

81.15

[Roll No. 313]

AYES—180

Aderholt	Graham	Pombo
Archer	Granger	Portman
Armey	Green (WI)	Radanovich
Bachus	Gutknecht	Ramstad
Barr	Hall (TX)	Riley
Barrett (NE)	Hansen	Rivers
Barrett (WI)	Hastings (WA)	Rogan
Bartlett	Hayes	Rogers
Bass	Hayworth	Rohrabacher
Berry	Hefley	Roukema
Bilirakis	Herger	Royce
Bliley	Hill (MT)	Ryan (WI)
Blunt	Hilleary	Ryun (KS)
Boehner	Hoekstra	Salmon
Bonilla	Hostettler	Sanford
Brady (TX)	Hulshof	Scarborough
Bryant	Hunter	Schaffer
Burr	Hutchinson	Sensenbrenner
Burton	Hyde	Sessions
Buyer	Inslee	Shadegg
Callahan	Isakson	Shays
Camp	Istook	Sherwood
Cannon	Jenkins	Shimkus
Chabot	Johnson, Sam	Shows
Chambliss	Jones (NC)	Shuster
Chenoweth	Kanjorski	Simpson
Coburn	Kasich	Skeen
Collins	Kelly	Skelton
Cook	Kingston	Smith (MI)
Cooksey	Klink	Smith (TX)
Costello	Largent	Smith (WA)
Cox	LaTourette	Souder
Cramer	Lewis (KY)	Spence
Crane	Linder	Stearns
Cubin	LoBiondo	Stenholm
Cunningham	Lucas (KY)	Stump
Danner	Lucas (OK)	Sununu
Deal	Luther	Sweeney
DeLay	Manzullo	Talent
DeMint	Mascara	Tancredo
Dickey	McCrery	Tauzin
Doolittle	McInnis	Taylor (NC)
Doyle	McIntosh	Terry
Duncan	McIntyre	Thornberry
Ehlers	Metcalf	Thune
Ehrlich	Mica	Tiahrt
Emerson	Miller, Gary	Toomey
Everett	Moran (KS)	Trafficant
Fletcher	Murtha	Turner
Forbes	Myrick	Upton
Fossella	Nethercutt	Vitter
Franks (NJ)	Northup	Walden
Gallegly	Norwood	Wamp
Ganske	Paul	Watts (OK)
Gibbons	Pease	Weldon (FL)
Gillmor	Peterson (MN)	Whitfield
Goode	Petri	Wicker
Goodlatte	Phelps	Wilson
Goodling	Pickering	Young (AK)
Gordon	Pitts	Young (FL)

NOES—237

Abercrombie	Brown (FL)	Dixon
Ackerman	Brown (OH)	Doggett
Allen	Calvert	Dooley
Andrews	Canady	Dreier
Baird	Capps	Dunn
Baldacci	Capuano	Edwards
Baldwin	Cardin	Engel
Ballenger	Carson	Eshoo
Barcia	Castle	Etheridge
Barton	Clay	Evans
Bateman	Clayton	Ewing
Becerra	Clement	Farr
Bentsen	Clyburn	Fattah
Bereuter	Condit	Filner
Berkley	Conyers	Foley
Berman	Coyne	Ford
Biggert	Crowley	Fowler
Bilbray	Cummings	Frank (MA)
Bishop	Davis (FL)	Frelinghuysen
Blagojevich	Davis (IL)	Frost
Blumenauer	Davis (VA)	Gejdenson
Boehlert	DeFazio	Gephardt
Bonior	DeGette	Gilchrest
Bono	Delahunt	Gilman
Borski	DeLauro	Gonzalez
Boswell	Deutsch	Goss
Boucher	Diaz-Balart	Green (TX)
Boyd	Dicks	Greenwood
Brady (PA)	Dingell	Gutierrez

Hall (OH)	McGovern	Rothman
Hastings (FL)	McHugh	Roybal-Allard
Hill (IN)	McKeon	Rush
Hilliard	McKinney	Sabo
Hinojosa	McNulty	Sanchez
Hobson	Meehan	Sanders
Hoefel	Meek (FL)	Sandlin
Holt	Meeks (NY)	Sawyer
Hooley	Menendez	Saxton
Horn	Millender-	Schakowsky
Houghton	McDonald	Scott
Hoyer	Miller (FL)	Serrano
Jackson (IL)	Miller, George	Shaw
Jackson-Lee	Minge	Sherman
Riley	Mink	Sisisky
John	Moakley	Slaughter
Johnson (CT)	Mollohan	Smith (NJ)
Jones (OH)	Moore	Snyder
Kaptur	Moran (VA)	Spratt
Kildee	Morella	Stabenow
Kilpatrick	Nadler	Strickland
Kind (WI)	Napolitano	Stupak
King (NY)	Neal	Tanner
Kleczka	Ney	Tauscher
Knollenberg	Nussle	Taylor (MS)
Kolbe	Oberstar	Thomas
Kucinich	Obey	Thompson (CA)
Kuykendall	Olver	Thompson (MS)
LaFalce	Ose	Thurman
LaHood	Owens	Tierney
Lampson	Oxley	Udall (CO)
Lantos	Packard	Udall (NM)
Larson	Pallone	Velazquez
Latham	Pascrell	Vento
Lazio	Pastor	Visclosky
Lee	Payne	Walsh
Leach	Pelosi	Waters
Levin	Pickett	Watkins
Lewis (CA)	Pomeroy	Watt (NC)
Lipinski	Porter	Waxman
Lofgren	Price (NC)	Weiner
Lowey	Pryce (OH)	Weldon (PA)
Maloney (CT)	Quinn	Weller
Maloney (NY)	Rahall	Wexler
Markey	Rangel	Weygand
Martinez	Regula	Wise
Matsui	Reyes	Wolf
McCarthy (MO)	Reynolds	Woolsey
McCarthy (NY)	Rodriguez	Wu
McCollum	Roemer	Wynn
	Ros-Lehtinen	

ANSWERED “PRESENT”—1

Campbell

NOT VOTING—15

Baker	Hinchey	McDermott
Coble	Holden	Ortiz
Combust	Jefferson	Peterson (PA)
English	Kennedy	Stark
Gekas	Lewis (GA)	Towns

So the amendment was not agreed to.

81.16 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following amendment submitted by Mr. PAUL:

Page 16, strike line 5 and all that follows through line 17 on page 21, and insert the following: None of the amounts authorized to be appropriated under subsection (a) are authorized to be appropriated for a United States contribution to the United Nations, any organ of the United Nations, or any entity affiliated with the United Nations.

It was decided in the { Yeas ..... 74  
negative ..... Nays ..... 342

81.17

[Roll No. 314]

AYES—74

Aderholt	Cunningham	Hostettler
Bachus	DeLay	Hunter
Barr	DeMint	Istook
Bartlett	Dickey	Jenkins
Barton	Doolittle	Johnson, Sam
Bilirakis	Duncan	Jones (NC)
Bonilla	Everett	Kingston
Burton	Foley	Lewis (KY)
Cannon	Gibbons	Lucas (OK)
Chenoweth	Goode	Manzullo
Coburn	Hastings (WA)	Martinez
Collins	Hefley	McInnis
Cooksey	Hill (MT)	McIntosh
Crane	Hilleary	Metcalf

Moran (KS)	Rohrabacher
Myrick	Royce
Nethercutt	Ryun (KS)
Ney	Salmon
Norwood	Sanford
Packard	Scarborough
Paul	Schaffer
Pease	Sensenbrenner
Peterson (MN)	Sessions
Pombo	Shadegg
Riley	Shuster

Simpson
Stump
Sweeney
Tancredo
Taylor (MS)
Taylor (NC)
Tiahrt
Wamp
Weldon (FL)
Young (AK)

NOES—342

Abercrombie	Dunn	Lampson
Ackerman	Ehlers	Lantos
Allen	Ehrlich	Largent
Andrews	Emerson	Larson
Archer	Engel	Latham
Armey	Eshoo	LaTourette
Baird	Etheridge	Lazio
Baldacci	Evans	Leach
Baldwin	Ewing	Lee
Ballenger	Farr	Levin
Barcia	Fattah	Lewis (CA)
Barrett (NE)	Filner	Linder
Barrett (WI)	Fletcher	Lipinski
Bass	Forbes	LoBiondo
Bateman	Ford	Lofgren
Becerra	Fossella	Lowey
Bentsen	Fowler	Lucas (KY)
Bereuter	Frank (MA)	Luther
Berkley	Franks (NJ)	Maloney (CT)
Berman	Frelinghuysen	Maloney (NY)
Berry	Frost	Markey
Biggert	Gallegly	Mascara
Bilbray	Ganske	Matsui
Bishop	Gejdenson	McCarthy (MO)
Blagojevich	Gekas	McCarthy (NY)
Bliley	Gephardt	McCollum
Blumenauer	Gilchrest	McCrery
Blunt	Gillmor	McGovern
Boehlert	Gilman	McHugh
Boehner	Gonzalez	McIntyre
Bonior	Goodlatte	McKeon
Bono	Goodling	McKinney
Borski	Gordon	McNulty
Boswell	Goss	Meehan
Boucher	Graham	Meeks (NY)
Boyd	Granger	Menendez
Brady (PA)	Green (TX)	Mica
Brady (TX)	Green (WI)	Millender-
Brown (FL)	Greenwood	McDonald
Brown (OH)	Gutierrez	Miller (FL)
Bryant	Gutknecht	Miller, Gary
Burr	Hall (OH)	Miller, George
Buyer	Hall (TX)	Minge
Callahan	Hansen	Mink
Calvert	Hastings (FL)	Moakley
Camp	Hayes	Mollohan
Campbell	Hayworth	Moore
Canady	Herger	Moran (VA)
Capps	Hill (IN)	Morella
Capuano	Hilliard	Murtha
Cardin	Hinojosa	Nadler
Carson	Hobson	Napolitano
Castle	Hoefel	Neal
Chabot	Hoekstra	Northup
Chambliss	Holt	Nussle
Clay	Hooley	Oberstar
Clayton	Horn	Obey
Clement	Houghton	Olver
Clyburn	Hoyer	Ose
Condit	Hulshof	Owens
Conyers	Hutchinson	Oxley
Cook	Hyde	Pallone
Costello	Inslee	Pascrell
Cox	Isakson	Pastor
Coyne	Jackson (IL)	Payne
Cramer	Jackson-Lee	Pelosi
Crowley	(TX)	Petri
Cubin	John	Phelps
Cummings	Johnson (CT)	Pickering
Danner	Johnson, E. B.	Pickett
Davis (FL)	Jones (OH)	Pitts
Davis (IL)	Kanjorski	Pomeroy
Davis (VA)	Kaptur	Porter
Deal	Kasich	Portman
DeFazio	Kelly	Price (NC)
DeGette	Kildee	Pryce (OH)
Delahunt	Kilpatrick	Quinn
DeLauro	Kind (WI)	Rahall
Deutsch	King (NY)	Ramstad
Diaz-Balart	Kleczka	Rangel
Dicks	Klink	Regula
Dingell	Knollenberg	Reyes
Dixon	Kolbe	Reynolds
Doggett	Kucinich	Rivers
Dooley	Kuykendall	Rodriguez
Doyle	LaFalce	Roemer
Dreier	LaHood	Rogan

Rogers	Smith (TX)	Udall (NM)
Ros-Lehtinen	Smith (WA)	Upton
Rothman	Snyder	Velazquez
Roukema	Souder	Vento
Roybal-Allard	Spence	Visclosky
Rush	Spratt	Vitter
Ryan (WI)	Stabenow	Walden
Sabo	Stearns	Walsh
Sanchez	Stenholm	Waters
Sanders	Strickland	Watkins
Sandlin	Stupak	Watt (NC)
Sawyer	Sununu	Watts (OK)
Saxton	Talent	Waxman
Schakowsky	Tanner	Weiner
Scott	Tauscher	Weldon (PA)
Serrano	Tauzin	Weller
Shaw	Terry	Wexler
Shays	Thomas	Weygand
Sherman	Thompson (CA)	Whitfield
Sherwood	Thompson (MS)	Wicker
Shimkus	Thornberry	Wilson
Shows	Thune	Wise
Sisisky	Thurman	Wolf
Skeen	Tierney	Woolsey
Skelton	Toomey	Wu
Slaughter	Traffican	Wynn
Smith (MI)	Turner	Young (FL)
Smith (NJ)	Udall (CO)	

## NOT VOTING—17

Baker	Holden	Ortiz
Coble	Jefferson	Peterson (PA)
Combest	Kennedy	Radanovich
Edwards	Lewis (GA)	Stark
English	McDermott	Towns
Hinchee	Meek (FL)	

So the amendment was not agreed to. The SPEAKER pro tempore, Mr. FOLEY, assumed the Chair.

When Mr. CALVERT, Acting Chairman, reported that the Committee, having had under consideration said bill, had come to no resolution thereon.

§81.18 PROVIDING FOR THE  
CONSIDERATION OF H.R. 1995

Ms. PRYCE of Ohio, by direction of the Committee on Rules, called up the following resolution (H. Res. 253):

*Resolved*, That at any time after the adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 1995) to amend the Elementary and Secondary Education Act of 1965 to empower teachers, improve student achievement through high-quality professional development for teachers, reauthorize the Reading Excellence Act, and for other purposes. The first reading of the bill shall be dispensed with. General debate shall be confined to the bill and shall not exceed one hour equally divided and controlled by the chairman and ranking minority member of the Committee on Education and the Workforce. After general debate the bill shall be considered for amendment under the five-minute rule. It shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule the amendment in the nature of a substitute recommended by the Committee on Education and the Workforce now printed in the bill. The committee amendment in the nature of a substitute shall be considered as read. No amendment to the committee amendment in the nature of a substitute shall be in order except those printed in the report of the Committee on Rules accompanying this resolution. Each amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against the amendments

printed in the report are waived. The chairman of the Committee of the Whole may: (1) postpone until a time during further consideration in the Committee of the Whole a request for a recorded vote on any amendment; and (2) reduce to five minutes the minimum time for electronic voting on any postponed question that follows another electronic vote without intervening business, provided that the minimum time for electronic voting on the first in any series of questions shall be 15 minutes. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. Any Member may demand a separate vote in the House on any amendment adopted in the Committee of the Whole to the bill or to the committee amendment in the nature of a substitute. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

When said resolution was considered. After debate,

On motion of Ms. PRYCE of Ohio, the previous question was ordered on the resolution to its adoption or rejection.

The question being put, viva voce, Will the House agree to said resolution?

The SPEAKER pro tempore, Mr. SHIMKUS, announced that the yeas had it.

Mr. MOAKLEY objected to the vote on the ground that a quorum was not present and not voting.

A quorum not being present,

The roll was called under clause 6, rule XX, and the call was taken by electronic device.

When there appeared	Yeas .....	227
	Nays .....	187

§81.19 [Roll No. 315]  
YEAS—227

Aderholt	Crowley	Hall (TX)
Archer	Cubin	Hansen
Armey	Cunningham	Hastings (WA)
Bachus	Davis (FL)	Hayes
Baker	Davis (VA)	Hayworth
Ballenger	Deal	Hefley
Barr	DeLay	Heger
Barrett (NE)	DeMint	Hill (MT)
Bartlett	Diaz-Balart	Hilleary
Barton	Dickey	Hobson
Bass	Doolittle	Hoekstra
Bateman	Dreier	Horn
Bereuter	Duncan	Hostettler
Biggett	Dunn	Houghton
Bilbray	Ehlers	Hulshof
Bilirakis	Ehrlich	Hunter
Bliley	Emerson	Hutchinson
Blunt	Eshoo	Hyde
Boehlert	Everett	Isakson
Boehner	Ewing	Istook
Bonilla	Fletcher	Jenkins
Bono	Foley	Johnson (CT)
Brady (TX)	Fossella	Johnson, Sam
Bryant	Fowler	Jones (NC)
Burr	Franks (NJ)	Kasich
Burton	Frelinghuysen	Kelly
Buyer	Galleghy	Kind (WI)
Callahan	Ganske	King (NY)
Camp	Gekas	Kingston
Campbell	Gibbons	Knollenberg
Canady	Gilchrest	Kolbe
Cannon	Gillmor	Kucinich
Castle	Gilman	Kuykendall
Chabot	Goode	LaHood
Chambliss	Goodlatte	Largent
Chenoweth	Goodling	Latham
Coburn	Goss	LaTourette
Collins	Graham	Lazio
Combest	Granger	Leach
Cook	Green (WI)	Lewis (CA)
Cox	Greenwood	Lewis (KY)
Crane	Gutknecht	Linder

LoBiondo  
Lucas (OK)  
Manzullo  
McCollum  
McCrery  
McHugh  
McInnis  
McIntosh  
McKeon  
Metcalfe  
Mica  
Miller (FL)  
Miller, Gary  
Moran (KS)  
Moran (VA)  
Morella  
Myrick  
Nethercutt  
Ney  
Northup  
Norwood  
Nussle  
Ose  
Oxley  
Packard  
Paul  
Pease  
Petri  
Pickering  
Pitts  
Pombo  
Porter  
Portman  
Pryce (OH)

Quinn  
Radanovich  
Ramstad  
Regula  
Reynolds  
Riley  
Roemer  
Rogan  
Rogers  
Rohrabacher  
Ros-Lehtinen  
Roukema  
Royce  
Ryan (WI)  
Ryun (KS)  
Salmon  
Sanford  
Saxton  
Scarborough  
Schaffer  
Sensenbrenner  
Sessions  
Shadegg  
Shaw  
Shays  
Sherwood  
Shimkus  
Shuster  
Simpson  
Skeen  
Smith (MI)  
Smith (NJ)  
Smith (TX)  
Smith (WA)

Souder  
Spence  
Stearns  
Stump  
Sununu  
Sweeney  
Talent  
Tancredo  
Tauzin  
Taylor (NC)  
Terry  
Thomas  
Thornberry  
Thune  
Tiahrt  
Toomey  
Traffican  
Upton  
Vitter  
Walden  
Walsh  
Wamp  
Watkins  
Watts (OK)  
Weldon (FL)  
Weldon (PA)  
Weller  
Whitfield  
Wicker  
Wilson  
Wolf  
Young (AK)  
Young (FL)

## NAYS—187

Abercrombie	Gordon	Oberstar
Ackerman	Green (TX)	Obey
Allen	Gutierrez	Olver
Andrews	Hall (OH)	Owens
Baird	Hastings (FL)	Pallone
Baldacci	Hill (IN)	Pascarella
Baldwin	Hilliard	Pastor
Barcia	Hinojosa	Payne
Barrett (WI)	Hoeffel	Pelosi
Becerra	Holt	Peterson (MN)
Bentsen	Hooley	Phelps
Berkley	Hoyer	Pickett
Berry	Inslee	Pomeroy
Bishop	Jackson (IL)	Price (NC)
Blagojevich	Jackson-Lee	Rahall
Blumenauer	(TX)	Rangel
Bonior	Jefferson	Reyes
Borski	John	Rivers
Boswell	Johnson, E. B.	Rodriguez
Boucher	Jones (OH)	Rothman
Boyd	Kanjorski	Roybal-Allard
Brady (PA)	Kaptur	Rush
Brown (FL)	Kildee	Sabo
Brown (OH)	Kilpatrick	Sanchez
Capps	Klecza	Sanders
Capuano	Klink	Sandlin
Carson	LaFalce	Sawyer
Clay	Lampson	Schakowsky
Clayton	Larson	Scott
Clement	Lee	Serrano
Clyburn	Lipinski	Sherman
Condit	Lofgren	Shows
Conyers	Lowe	Sisisky
Costello	Lucas (KY)	Skelton
Coyne	Luther	Slaughter
Cramer	Maloney (CT)	Snyder
Cummings	Maloney (NY)	Spratt
Danner	Markey	Stabenow
Davis (IL)	Martinez	Stenholm
DeFazio	Mascara	Strickland
DeGette	Matsui	Stupak
Delahunt	McCarthy (MO)	Tanner
DeLauro	McCarthy (NY)	Tauscher
Deutsch	McGovern	Taylor (MS)
Dicks	McIntyre	Thompson (CA)
Dingell	McKinney	Thompson (MS)
Dixon	McNulty	Thurman
Doggett	Meehan	Tierney
Dooley	Meek (FL)	Turner
Doyle	Meeks (NY)	Udall (CO)
Edwards	Menendez	Udall (NM)
Etheridge	Millender-	Velazquez
Evans	McDonald	Vento
Farr	Miller, George	Visclosky
Fattah	Minge	Waters
Filner	Mink	Waxman
Forbes	Moakley	Weiner
Ford	Mollohan	Wexler
Frank (MA)	Moore	Weygand
Frost	Murtha	Wise
Gejdenson	Nadler	Woolsey
Gephardt	Napolitano	Wu
Gonzalez	Neal	Wynn

NOT VOTING—19

Berman	Hinchey	Ortiz
Calvert	Holden	Peterson (PA)
Cardin	Kennedy	Stark
Coble	Lantos	Towns
Cooksey	Levin	Watt (NC)
Engel	Lewis (GA)	
English	McDermott	

So the resolution was agreed to.  
A motion to reconsider the vote whereby said resolution was agreed to was, by unanimous consent, laid on the table.

81.20 TEACHER EMPOWERMENT

The SPEAKER pro tempore, Mr. STEARNS, pursuant to House Resolution 253 and rule XVIII, declared the House resolved into the Committee of the Whole House on the state of the Union for the consideration of the bill (H.R. 1995) to amend the Elementary and Secondary Education Act of 1965 to empower teachers, improve student achievement through high-quality professional development for teachers, reauthorize the Reading Excellence Act, and for other purposes.

The SPEAKER pro tempore, Mr. STEARNS, by unanimous consent, designated Mr. SHIMKUS as Chairman of the Committee of the Whole; and after some time spent therein,

81.21 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following amendment submitted by Mr. GOODLING:

Page 4, after line 25, insert the following:  
“(ii) NONPARTICIPATING STATES.—In the case of a State that did not receive any funds for fiscal year 1999 under one or more of the provisions referred to in subclauses (I) through (III) of clause (i), the amount allotted to the State under such clause shall be the total amount that the State would have received for fiscal year 1999 if it had elected to participate in all of the programs for which it was eligible under each of the provisions referred to in such subclauses.

Page 5, line 1, strike “(ii)” and insert “(iii)”.

Page 7, strike lines 11 through 21 and insert the following:

if the State agrees to expend at least 95 percent of the amount of the funds provided under the grant for the purpose of making, in accordance with this part, subgrants to local educational agencies under subpart 3 and subgrants to eligible partnerships under subpart 2.

Page 7, line 24, strike “3” and insert “5”.  
Page 8, beginning on line 6, strike “SUBGRANTS” and all that follows through the end of line 7 and insert “SUBGRANTS.—”.

Page 8, beginning on line 9, strike “Except” and all that follows through “a” on line 10 and insert “A”.

Page 8, line 12, strike “(b)(1)(A)” and insert “(b)(1)”.

Page 9, strike lines 10 through 13 and insert the following:

“(B) MINIMUM AMOUNT.—

“(i) IN GENERAL.—For any fiscal year for which a local educational agency would receive under subparagraph (A) an amount that is less than the total amount that the agency received for fiscal year 1999 under—

“(I) section 2203(1)(B) of this Act (as in effect on the day before the date of the enactment of the Teacher Empowerment Act); and  
“(II) section 307 of the Department of Education Appropriations Act, 1999;

a State receiving a grant under this subpart shall ensure that the local educational agen-

cy receives under this paragraph an amount equal to such total amount.

“(ii) SOURCE OF FUNDS.—Notwithstanding paragraph (2), a State shall use such portion of the funds described in paragraph (2)(A) as may be necessary to pay to a local educational agency the difference between the agency’s allotment under subparagraph (A) and the allotment to the agency required under clause (i).

Page 9, line 15, strike “A State” and insert “Subject to subparagraph (C), a State”.

Page 9, line 18, strike “(b)(1)(A)” and insert “(b)(1) (or such portion of such amount as remains after satisfaction of the requirements in subparagraphs (A) and (B)(ii) of paragraph (1))”.

Page 9, line 25, strike “high-need”.

Page 10, after line 2, insert the following:

“(C) SUBGRANTS TO ELIGIBLE PARTNERSHIPS.—A State receiving a grant under this subpart shall expend at least 3 percent of the amount described in subparagraph (A) for the purpose of making subgrants to eligible partnerships under subpart 2.

Page 10, line 20, strike “teachers” and insert “teachers, especially in the areas of mathematics and science.”.

Beginning on page 12, strike line 9 through page 13, line 8, and insert the following:

“(f) PUBLIC ACCOUNTABILITY.—

“(1) IN GENERAL.—A State that receives a grant under this subpart—

“(A) in the event the State provides public State report cards on education, shall include in such report cards information on the State’s progress with respect to—

“(i) subject to paragraph (2), improving student academic achievement, as defined by the State;

“(ii) closing academic achievement gaps, as defined by the State, between the groups described in paragraph (2)(A)(i);

“(iii) increasing the percentage of classes in core academic areas taught by fully qualified teachers; and

“(iv) reducing class size; or

“(B) in the event the State provides no such report card, shall publicly report the information described in subparagraph (A) through other means.

“(2) DISAGGREGATED DATA.—The information described in paragraph (1)(A)(i) and section 2013(b)(3)(A) shall be—

“(A) disaggregated—

“(i) by minority and non-minority status and by low-income and non-low-income status; and

“(ii) using assessments consistent with section 1111(b)(3); and

“(B) publicly reported in the form of disaggregated data only when such data are statistically sound.

Beginning on page 13, strike line 22 through page 14, line 13, and insert the following:

“(2) A plan to ensure all teachers within the State are fully qualified not later than December 31, 2003.

“(3) An assurance that the State will require each local educational agency and school receiving funds under this title to publicly report their annual progress on the agency’s and the school’s performance indicators in the following:

“(A) Subject to section 2012(f)(2), improving student academic achievement, as defined by the State.

“(B) Closing academic achievement gaps, as defined by the State, between the groups described in section 2012(f)(2)(A)(i).

“(C) Increasing the percentage of classes in core academic areas taught by fully qualified teachers.

“(4) A description of how the State will hold local educational agencies and schools accountable for making annual gains in meeting the performance indicators described in paragraph (3).

Page 14, line 14, strike “(4)” and insert “(5)”.

Page 15, line 5, strike “(5)” and insert “(6)”.

Page 15, line 20, strike “2012(b)(1)(B),” and insert “2012(c)(2)(C),”.

Page 16, line 2, strike “State.” and insert “State. Not more than 5 percent of the amount made available to an agency to carry out this subpart may be used for planning and administration.”.

Page 18, line 4, strike “provided to” and insert “expended by”.

Page 20, line 16, strike “certified” and insert “fully qualified”.

Page 20, line 17, strike “certified” and insert “fully qualified”.

Page 22, line 12, before “teachers” insert “fully qualified”.

Page 22, line 17, strike “certification;” and insert “certification, especially in the areas of mathematics and science;”.

Page 25, beginning on line 16, strike “highest proportion of out-of-field teachers;” and insert “lowest proportion of fully qualified teachers;”.

Page 27, line 24, strike “2013(b)(2);” and insert “2013(b)(3);”.

Page 28, line 21, strike the period at the end and insert “and, with respect to any professional development program described in subparagraphs (F) and (G) of section 2031(b)(3), shall, if appropriate, be developed with extensive coordination with, and participation of, professionals with expertise in such types of professional development.”.

Page 30, line 10, strike “lack of full certification” and insert “not being fully qualified”.

Page 34, line 23, strike “1999,” and insert “2000.”.

Beginning on page 35, strike line 24 through page 36, line 9.

Page 36, after line 15, insert the following:

“SEC. 2043. PROFESSIONAL DEVELOPMENT FOR PRINCIPALS AS LEADERS OF SCHOOL REFORM.

“(a) COMPETITIVE GRANTS.—The Secretary shall award grants on a competitive basis to eligible partnerships—

“(1) consisting of—

“(A) one or more institutions of higher education that provide professional development for principals and other school administrators; and

“(B) one or more local educational agencies; and

“(2) that may include other entities, agencies, or organizations, such as a State educational agency, a State agency for higher education, educational service agencies, or professional organizations of principals and teachers.

“(b) APPLICATION.—

“(1) IN GENERAL.—Any eligible partnership that desires to receive a grant under this section shall submit an application at such time, in such manner, and containing such information as the Secretary may require.

“(2) CONTENTS.—Each such application shall include a description of—

“(A) the activities the partnership will carry out to achieve the purpose of this section;

“(B) how those activities will build on, and be coordinated with, other professional development programs and activities, including activities under title I of this Act and title II of the Higher Education Act of 1965; and

“(C) how principals, teachers, and other interested individuals were involved in developing the application and will be involved in planning and carrying out activities under this section.

“(c) USE OF FUNDS.—An eligible partnership that receives a grant under this section shall use the grant funds to provide professional development to principals and other



school administrators to enable them to be effective school leaders and prepare all students to achieve to challenging State content and student performance standards, including professional development relating to—

- “(1) leadership skills;
- “(2) recruitment, assignment, retention, and evaluation of teachers and other staff;
- “(3) effective instructional practices, including the use of technology;
- “(4) using smaller classes effectively; and
- “(5) parental and community involvement.

Page 37, after line 15, insert the following:  
“(2) FULLY QUALIFIED.—The term ‘fully qualified’—

“(A) when used with respect to a public elementary or secondary school teacher (other than a teacher teaching in a public charter school), means that the teacher has obtained State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing exam and holds a license to teach in such State; and

“(B) when used with respect to —

“(i) an elementary school teacher, means that the teacher holds a bachelor's degree and demonstrates knowledge and teaching skills in reading, writing, mathematics, science, and other areas of the elementary school curriculum; or

“(ii) a middle or secondary school teacher, means that the teacher holds a bachelor's degree and demonstrates a high level of competency in all subject areas in which he or she teaches through—

“(I) a high level of performance on a rigorous State or local academic subject areas test; or

“(II) completion of an academic major in each of the subject areas in which he or she provides instruction.

Page 37, line 16, strike “(2)” and insert “(3)”.

Page 38, strike lines 5 through 12 and insert the following:

“(4) PUBLICLY REPORT.—The term ‘publicly report’, when used with respect to the dissemination of information, means that the information is made widely available to the public, including parents and students, through such means as the Internet and major print and broadcast media outlets.

Page 38, line 13, strike “(4)” and insert “(5)”.

Page 39, strike lines 13 through 17 and insert the following:

(1) NATIONAL WRITING PROJECT.—Section 10992(i) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8332(i)) is amended to read as follows:

“(1) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated for the grant to the National Writing Project, such sums as may be necessary for each of fiscal years 2000 through 2004 to carry out the provisions of this section.”.

It was decided in the { Yeas ..... 424  
affirmative ..... } Nays ..... 1

§18.22

[Roll No.316]

AYES—424

Abercrombie	Barrett (WI)	Bliley
Ackerman	Bartlett	Blumenauer
Aderholt	Barton	Blunt
Allen	Bass	Boehlt
Andrews	Bateman	Boehner
Archer	Becerra	Bonilla
Armey	Bentsen	Bonior
Bachus	Bereuter	Bono
Baird	Berkley	Borski
Baker	Berman	Boswell
Baldacci	Berry	Boucher
Baldwin	Biggert	Boyd
Ballenger	Bilbray	Brady (PA)
Barcia	Bilirakis	Brady (TX)
Barr	Bishop	Brown (FL)
Barrett (NE)	Blagojevich	Brown (OH)

Bryant	Goss	McIntosh	Shays	Sweeney	Visclosky
Burr	Graham	McIntyre	Sherman	Talent	Vitter
Burton	Granger	McKeon	Sherwood	Tancredo	Walden
Buyer	Green (TX)	McKinney	Shimkus	Tanner	Walsh
Callahan	Green (WI)	McNulty	Shows	Tauscher	Wamp
Calvert	Greenwood	Meehan	Shuster	Tauzin	Waters
Camp	Gutierrez	Meek (FL)	Simpson	Taylor (MS)	Watkins
Campbell	Gutknecht	Meeks (NY)	Sisisky	Taylor (NC)	Watt (NC)
Canady	Hall (OH)	Menendez	Skeen	Terry	Watts (OK)
Cannon	Hall (TX)	Metcalfe	Skelton	Thomas	Waxman
Capps	Hansen	Mica	Slaughter	Thompson (CA)	Weiner
Capuano	Hastings (FL)	Millender-	Smith (MI)	Thompson (MS)	Weldon (FL)
Cardin	Hastings (WA)	McDonald	Smith (NJ)	Thornberry	Weldon (PA)
Carson	Hayes	Miller (FL)	Smith (TX)	Thune	Weller
Castle	Hayworth	Miller, Gary	Smith (WA)	Thurman	Wexler
Chabot	Hefley	Miller, George	Snyder	Tiahrt	Weygand
Chambliss	Herger	Minge	Souder	Tierney	Whitfield
Chenoweth	Hill (IN)	Mink	Spence	Toomey	Wicker
Clay	Hill (MT)	Moakley	Spratt	Towns	Wilson
Clayton	Hilleary	Mollohan	Stabenow	Traffican	Wise
Clement	Hilliard	Moore	Stearns	Turner	Wolf
Clyburn	Hinojosa	Moran (KS)	Stenholm	Udall (CO)	Woolsey
Coble	Hobson	Moran (VA)	Strickland	Udall (NM)	Wu
Coburn	Hoeffel	Morella	Stump	Upton	Wynn
Collins	Hoekstra	Murtha	Stupak	Velazquez	Young (AK)
Combest	Holt	Myrick	Sununu	Vento	Young (FL)
Condit	Hooley	Nadler			
Conyers	Horn	Napolitano			
Cook	Hostettler	Neal			
Cooksey	Houghton	Nethercutt			
Costello	Hoyer	Ney			
Cox	Hulshof	Northup			
Coyne	Hunter	Norwood			
Cramer	Hutchinson	Nussle			
Crane	Hyde	Oberstar			
Crowley	Inslee	Obey			
Cubin	Isakson	Olver			
Cummings	Istook	Ortiz			
Cunningham	Jackson (IL)	Ose			
Danner	Jackson-Lee	Owens			
Davis (FL)	(TX)	Oxley			
Davis (IL)	Jefferson	Packard			
Davis (VA)	Jenkins	Pallone			
Deal	John	Pascarell			
DeFazio	Johnson (CT)	Pastor			
DeGette	Johnson, E. B.	Payne			
Delahunt	Johnson, Sam	Pease			
DeLauro	Jones (NC)	Pelosi			
DeLay	Jones (OH)	Peterson (MN)			
DeMint	Kanjorski	Petri			
Deutscher	Kaptur	Phelps			
Diaz-Balart	Kasich	Pickering			
Dickey	Kelly	Pickett			
Dicks	Kildee	Pitts			
Dingell	Kilpatrick	Pombo			
Dixon	Kind (WI)	Pomeroy			
Doggett	King (NY)	Porter			
Dooley	Kingston	Portman			
Doolittle	Kleczka	Price (NC)			
Doyle	Klink	Pryce (OH)			
Dreier	Knollenberg	Quinn			
Duncan	Kolbe	Radanovich			
Dunn	Kucinich	Rahall			
Edwards	Kuykendall	Ramstad			
Ehlers	LaFalce	Rangel			
Ehrlich	LaHood	Regula			
Emerson	Lampson	Reyes			
Engel	Lantos	Reynolds			
Eshoo	Largent	Riley			
Etheridge	Larson	Rivers			
Evans	Latham	Rodriguez			
Everett	LaTourette	Roemer			
Ewing	Lazio	Rogan			
Farr	Leach	Rogers			
Fattah	Lee	Rohrabacher			
Filner	Levin	Ros-Lehtinen			
Fletcher	Lewis (CA)	Rothman			
Foley	Lewis (KY)	Roukema			
Forbes	Linder	Roybal-Allard			
Ford	Lipinski	Royce			
Fossella	LoBiondo	Rush			
Fowler	Lofgren	Ryan (WI)			
Frank (MA)	Lowey	Ryun (KS)			
Franks (NJ)	Lucas (KY)	Sabo			
Frelinghuysen	Lucas (OK)	Salmon			
Frost	Luther	Sanchez			
Gallagher	Maloney (CT)	Sanders			
Ganske	Maloney (NY)	Sandlin			
Gedensson	Manzullo	Sanford			
Gekas	Markey	Sawyer			
Gephardt	Martinez	Saxton			
Gibbons	Mascara	Scarborough			
Gilchrest	Matsui	Schaffer			
Gillmor	McCarthy (MO)	Schakowsky			
Gilman	McCarthy (NY)	Scott			
Gonzalez	McCollum	Sensenbrenner			
Goode	McCrery	Serrano			
Goodlatte	McGovern	Sessions			
Goodling	McHugh	Shadegg			
Gordon	McInnis	Shaw			

NOES—1

Paul

NOT VOTING—8

English	Kennedy	Peterson (PA)
Hinchey	Lewis (GA)	Stark
Holden	McDermott	

So the amendment was agreed to.

§18.23 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following amendment submitted by Mrs. MINK:

Page 40, line 24, before the semicolon insert “and redesignating part E as part D”.

Page 40, strike line 25 and insert the following:

(2) by inserting after section 2260 the following:

“PART C—USE OF SABBATICAL LEAVE FOR PROFESSIONAL DEVELOPMENT

“SEC. 2301. GRANTS FOR SALARY DURING SABBATICAL LEAVE.

“(a) PROGRAM AUTHORIZED.—The Secretary may make grants to State educational agencies and local educational agencies to pay such agencies for one-half of the amount of the salary that otherwise would be earned by an eligible teacher described in subsection (b), if, in lieu of fulfilling the teacher's ordinary teaching assignment, the teacher completes a course of study described in subsection (c) during a sabbatical term described in subsection (d).

“(b) ELIGIBLE TEACHERS.—An eligible teacher described in this subsection is a teacher who—

“(1) is employed by an agency receiving a grant under this section to provide classroom instruction to children at an elementary or secondary school that provides free public education;

“(2) has secured from such agency, and any other person or agency whose approval is required under State law, approval to take sabbatical leave for a sabbatical term described in subsection (d);

“(3) has submitted to the agency an application for a subgrant at such time, in such manner, and containing such information as the agency may require, including—

“(A) written proof—

“(i) of the approval described in paragraph (2); and

“(ii) of the teacher's having been accepted for enrollment in a course of study described in subsection (c); and

“(B) assurances that the teacher—

“(i) will notify the agency in writing within a reasonable time if the teacher terminates enrollment in the course of study described in subsection (c) for any reason;



“(ii) in the discretion of the agency, will reimburse to the agency some or all of the amount of the subgrant if the teacher fails to complete the course of study; and

“(iii) otherwise will provide the agency with proof of having completed such course of study not later than 60 days after such completion; and

“(4) has been selected by the agency to receive a subgrant based on the agency’s plan for meeting its classroom needs.

“(c) COURSE OF STUDY.—A course of study described in this subsection is a course of study at an institution of higher education that—

“(1) requires not less than one academic semester and not more than one academic year to complete;

“(2) is open for enrollment for professional development purposes to an eligible teacher described in subsection (b); and

“(3) is designed to improve the classroom teaching of such teachers through academic and child development studies.

“(d) SABBATICAL TERM.—A sabbatical term described in this subsection is a leave of absence from teaching duties granted to an eligible teacher for not less than one academic semester and not more than one academic year, during which period the teacher receives—

“(1) one-half of the amount of the salary that otherwise would be earned by the teacher, if the teacher had not been granted a leave of absence, from State or local funds made available by a State educational agency or a local educational agency; and

“(2) one-half of such amount from Federal funds received by such agency through a grant under this section.

“(e) PAYMENTS.—

“(1) TO ELIGIBLE TEACHERS.—In making a subgrant to an eligible teacher under this section, a State educational agency or a local educational agency shall agree to pay the teacher, for tax and administrative purposes, as if the teacher’s regular employment and teaching duties had not been suspended.

“(2) REPAYMENT OF SECRETARY.—A State educational agency or a local educational agency receiving a grant under this section shall agree to pay over to the Secretary the Federal share of any amount recovered by the agency pursuant to subsection (b)(3)(B)(ii).

“(f) FUNDING.—For the purpose of carrying out this section, there are authorized to be appropriated \$200,000,000 for fiscal year 2000 and such sums as may be necessary for fiscal years 2001 through 2004.”; and

It was decided in the { Yeas ..... 181  
negative ..... { Nays ..... 242

§11.24 [Roll No. 317]  
AYES—181

Abercrombie	Clay	Eshoo
Ackerman	Clayton	Etheridge
Allen	Clement	Evans
Andrews	Clyburn	Farr
Baldacci	Condit	Fattah
Baldwin	Conyers	Filner
Barcia	Costello	Ford
Becerra	Coyne	Frank (MA)
Bentsen	Cramer	Frost
Berkley	Crowley	Gejdenson
Berman	Cummings	Gephardt
Berry	Danner	Gonzalez
Bishop	Davis (FL)	Gordon
Blagojevich	Davis (IL)	Green (TX)
Bonior	DeFazio	Gutierrez
Borski	DeGette	Hall (OH)
Boswell	Delahunt	Hastings (FL)
Boucher	DeLauro	Hill (IN)
Boyd	Deutsch	Hilliard
Brady (PA)	Dicks	Hinojosa
Brown (FL)	Dingell	Holt
Brown (OH)	Dixon	Hooley
Capps	Doggett	Hoyer
Capuano	Edwards	Insee
Carson	Engel	Jackson (IL)

Jackson-Lee (TX)	Millender-McDonald	Sandlin
Jefferson	Miller, George	Sawyer
Johnson, E. B.	Minge	Schakowsky
Jones (OH)	Mink	Scott
Kanjorski	Moakley	Serrano
Kaptur	Moore	Sherman
Kildee	Moran (VA)	Shows
Kilpatrick	Nader	Sisisky
Kind (WI)	Napolitano	Skelton
Kleczka	Neal	Slaughter
Kucinich	Oberstar	Snyder
LaFalce	Obey	Spratt
Lampson	Olver	Stabenow
Lantos	Ortiz	Strickland
Larson	Owens	Stupak
Lee	Pallone	Tauscher
Levin	Pascrell	Thompson (CA)
Lofgren	Pastor	Thompson (MS)
Lowe	Payne	Thurman
Luther	Pelosi	Tierney
Maloney (CT)	Peterson (MN)	Towns
Maloney (NY)	Phelps	Trafficant
Markey	Pickett	Udall (CO)
Martinez	Pomeroy	Udall (NM)
Mascara	Price (NC)	Velazquez
Matsui	Rahall	Vento
McCarthy (MO)	Rangel	Visclosky
McCarthy (NY)	Reyes	Waters
McGovern	Rodriguez	Watt (NC)
McKinney	Rothman	Waxman
McNulty	Roybal-Allard	Weiner
Meehan	Rush	Wexler
Meek (FL)	Sabo	Weygand
Meeks (NY)	Sanchez	Woolsey
Menendez	Sanders	Wu
		Wynn

NOES—242

Aderholt	Dunn	LaHood
Archer	Ehlers	Largent
Armey	Ehrlich	Latham
Bachus	Emerson	LaTourette
Baird	Everett	Lazio
Baker	Ewing	Leach
Ballenger	Fletcher	Lewis (CA)
Barr	Foley	Lewis (KY)
Barrett (NE)	Forbes	Linder
Barrett (WI)	Fossella	Lipinski
Bartlett	Fowler	LoBiondo
Barton	Franks (NJ)	Lucas (KY)
Bass	Frelinghuysen	Lucas (OK)
Bateman	Gallegly	Manzullo
Bereuter	Ganske	McCollum
Biggart	Gekas	McCrery
Bilbray	Gibbons	McHugh
Bilirakis	Gilchrest	McInnis
Billey	Gillmor	McIntosh
Blumenauer	Gilman	McIntyre
Blunt	Goode	McKeon
Boehlert	Goodlatte	Metcalfe
Boehner	Goodling	Mica
Bonilla	Goss	Miller (FL)
Bono	Graham	Miller, Gary
Brady (TX)	Granger	Mollohan
Bryant	Green (WI)	Moran (KS)
Burr	Greenwood	Morella
Burton	Gutknecht	Murtha
Buyer	Hall (TX)	Myrick
Callahan	Hansen	Nethercutt
Calvert	Hastings (WA)	Ney
Camp	Hayes	Northup
Campbell	Hayworth	Norwood
Canady	Hefley	Nussle
Cannon	Henger	Ose
Cardin	Hill (MT)	Oxley
Castle	Hobson	Packard
Chabot	Hoeffel	Paul
Chambliss	Hoekstra	Pease
Chenoweth	Horn	Petri
Coble	Hostettler	Pickering
Coburn	Houghton	Pitts
Collins	Hulshof	Pombo
Combest	Hunter	Portman
Cook	Hutchinson	Pryce (OH)
Cooksey	Hyde	Quinn
Cox	Isakson	Radanovich
Crane	Istook	Ramstad
Cubin	Jenkins	Regula
Cunningham	John	Reynolds
Davis (VA)	Johnson (CT)	Riley
Deal	Johnson, Sam	Rivers
DeLay	Jones (NC)	Roemer
DeMint	Kasich	Rogan
Diaz-Balart	Kelly	Rogers
Dickey	King (NY)	Rohrabacher
Dooley	Kingston	Ros-Lehtinen
Doolittle	Klink	Roukema
Doyle	Knollenberg	Royce
Dreier	Kolbe	Ryan (WI)
Duncan	Kuykendall	Ryun (KS)

Salmon	Souder	Turner
Sanford	Spence	Upton
Saxton	Stearns	Vitter
Scarborough	Stenholm	Walden
Schaffer	Stump	Walsh
Sensenbrenner	Sununu	Wamp
Sessions	Sweeney	Watkins
Shadegg	Talent	Watts (OK)
Shaw	Tancred	Weldon (FL)
Shays	Tanner	Weldon (PA)
Sherwood	Tauzin	Weller
Shimkus	Taylor (MS)	Whitfield
Shuster	Taylor (NC)	Wicker
Simpson	Terry	Wilson
Skeen	Thomas	Wise
Smith (MI)	Thornberry	Wolf
Smith (NJ)	Thune	Young (AK)
Smith (TX)	Tiahrt	Young (FL)
Smith (WA)	Toomey	

NOT VOTING—10

English	Kennedy	Porter
Hilleary	Lewis (GA)	Stark
Hinchey	McDermott	
Holden	Peterson (PA)	

So the amendment was not agreed to.

§11.25 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following amendment submitted by Mr. CROWLEY:

Page 42, after line 10, insert the following:

SEC. 5. SENSE OF CONGRESS.

It is the sense of the Congress that high quality teachers are an important part of the development of our children and it is essential that Congress work to ensure that the teachers who instruct our children are of the highest quality possible.

It was decided in the { Yeas ..... 425  
affirmative ..... { Nays ..... 0

§11.26 [Roll No. 318]  
AYES—425

Abercrombie	Burr	Deutsch
Ackerman	Burton	Diaz-Balart
Aderholt	Buyer	Dickey
Allen	Callahan	Dicks
Andrews	Calvert	Dingell
Archer	Camp	Dixon
Armey	Campbell	Doggett
Bachus	Canady	Dooley
Baird	Cannon	Doolittle
Baker	Capps	Doyle
Baldacci	Capuano	Dreier
Baldwin	Cardin	Duncan
Ballenger	Carson	Dunn
Barcia	Castle	Edwards
Barr	Chabot	Ehlers
Barrett (NE)	Chambliss	Ehrlich
Barrett (WI)	Chenoweth	Emerson
Bartlett	Clay	Engel
Barton	Clayton	Eshoo
Bass	Clement	Etheridge
Bateman	Clyburn	Evans
Becerra	Coble	Everett
Bentsen	Coburn	Ewing
Bereuter	Collins	Farr
Berkley	Combest	Fattah
Berman	Condit	Filner
Berry	Conyers	Fletcher
Biggart	Cook	Foley
Bilbray	Cooksey	Forbes
Bilirakis	Costello	Ford
Bishop	Cox	Fossella
Blagojevich	Coyne	Fowler
Billey	Cramer	Frank (MA)
Blumenauer	Crane	Franks (NJ)
Blunt	Crowley	Frelinghuysen
Boehlert	Cubin	Frost
Boehner	Cummings	Gallegly
Bonilla	Cunningham	Ganske
Bonior	Danner	Gejdenson
Bono	Davis (FL)	Gekas
Borski	Davis (IL)	Gephardt
Boswell	Davis (VA)	Gibbons
Boucher	Deal	Gilchrest
Boyd	DeFazio	Gillmor
Brady (PA)	DeGette	Gilman
Brown (FL)	Delahunt	Gonzalez
Brown (OH)	DeLauro	Goode
Capps	DeLay	Goodlatte
Capuano	DeMint	Goodling
Carson		

Gordon	McCarthy (MO)	Sanders
Goss	McCarthy (NY)	Sandlin
Graham	McCollum	Sanford
Granger	McCrery	Sawyer
Green (TX)	McGovern	Saxton
Green (WI)	McHugh	Scarborough
Greenwood	McInnis	Schaffer
Gutierrez	McIntosh	Schakowsky
Gutknecht	McIntyre	Scott
Hall (OH)	McKeon	Sensenbrenner
Hall (TX)	McKinney	Serrano
Hansen	McNulty	Sessions
Hastings (FL)	Meehan	Shadegg
Hastings (WA)	Meek (FL)	Shaw
Hayes	Meeks (NY)	Shays
Hayworth	Menendez	Sherman
Hefley	Metcalf	Sherwood
Herger	Mica	Shimkus
Hill (IN)	Millender-	Shows
Hill (MT)	McDonald	Shuster
Hilleary	Miller (FL)	Simpson
Hilliard	Miller, Gary	Sisisky
Hinojosa	Miller, George	Skeen
Hobson	Minge	Skelton
Hoeffel	Mink	Slaughter
Hoekstra	Moakley	Smith (MI)
Holt	Mollohan	Smith (NJ)
Hooley	Moore	Smith (TX)
Horn	Moran (KS)	Smith (WA)
Hostettler	Moran (VA)	Snyder
Houghton	Morella	Souder
Hoyer	Murtha	Spence
Hulshof	Myrick	Spratt
Hunter	Nadler	Stabenow
Hutchinson	Napolitano	Stearns
Hyde	Neal	Stenholm
Inslee	Nethercutt	Strickland
Isakson	Ney	Stump
Istook	Northup	Stupak
Jackson (IL)	Norwood	Sununu
Jackson-Lee	Nussle	Sweeney
(TX)	Oberstar	Talent
Jefferson	Obey	Tancredo
Jenkins	Olver	Tanner
John	Ortiz	Tauscher
Johnson (CT)	Ose	Tauzin
Johnson, E. B.	Owens	Taylor (MS)
Johnson, Sam	Oxley	Taylor (NC)
Jones (NC)	Packard	Terry
Jones (OH)	Pallone	Thomas
Kanjorski	Pascarell	Thompson (CA)
Kaptur	Pastor	Thompson (MS)
Kasich	Paul	Thornberry
Kelly	Payne	Thune
Kildee	Pease	Thurman
Kilpatrick	Pelosi	Tiahrt
Kind (WI)	Peterson (MN)	Tierney
King (NY)	Petri	Toomey
Kingston	Phelps	Towns
Kleczka	Pickering	Traficant
Klink	Pickett	Turner
Knollenberg	Pitts	Udall (CO)
Kolbe	Pombo	Udall (NM)
Kucinich	Pomeroy	Upton
Kuykendall	Porter	Velazquez
LaFalce	Portman	Vento
LaHood	Price (NC)	Visclosky
Lampson	Pryce (OH)	Vitter
Lantos	Quinn	Walden
Largent	Radanovich	Walsh
Larson	Rahall	Wamp
Latham	Ramstad	Waters
LaTourette	Rangel	Watkins
Lazio	Regula	Watt (NC)
Leach	Reyes	Watts (OK)
Lee	Reynolds	Waxman
Levin	Riley	Weiner
Lewis (CA)	Rivers	Weldon (FL)
Lewis (KY)	Rodriguez	Weldon (PA)
Linder	Roemer	Weller
Lipinski	Rogan	Wexler
LoBiondo	Rogers	Weygand
Lofgren	Rohrabacher	Whitfield
Lowe	Ros-Lehtinen	Wicker
Lucas (KY)	Rothman	Wilson
Lucas (OK)	Roukema	Wise
Luther	Roybal-Allard	Wolf
Maloney (CT)	Royce	Woolsey
Maloney (NY)	Rush	Wu
Manzullo	Ryan (WI)	Wynn
Markey	Ryun (KS)	Young (AK)
Martinez	Sabo	Young (FL)
Mascara	Salmon	
Matsui	Sanchez	

## NOT VOTING—8

English	Kennedy	Peterson (PA)
Hinchey	Lewis (GA)	Stark
Holden	McDermott	

So the amendment was agreed to.

## §18.27 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following amendment submitted by Mr. MARTINEZ:

Strike out all after the enacting clause and insert the following:

**SECTION 1. SHORT TITLE.**

This Act may be cited as the “Smart Classrooms Act”.

**SEC. 2. SMART CLASSROOMS.**

(a) IN GENERAL.—Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended—

(1) by striking the heading for title II and inserting the following:

**“TITLE II—SMART CLASSROOMS”;**

(2) by striking sections 2001 through 2003;

(3) by striking parts A, B, and D;

(3) by redesignating part C as part D; and

(4) by inserting after the title heading the following:

**“PART A—QUALIFIED TEACHERS IN EVERY CLASSROOM****“Subpart 1—Findings; Purpose; Authorization of Appropriations****“SEC. 2001. FINDINGS.**

“The Congress finds as follows:

“(1) All students can learn and achieve to high standards.

“(2) States that have shown the most success in improving student achievement are those that have developed challenging content and student performance standards, have aligned curricula and assessments with those standards, have prepared educators to teach to those standards, and have held schools accountable for the achievement of all students against those standards.

“(3) Increased teachers’ knowledge of academic content and effective teaching skills is associated with increases in student achievement. While other factors also influence learning, teacher quality makes a critical difference in how well students learn, across all categories of students. For example, recent research has found that teachers’ expertise has a greater impact on students’ achievement in reading than any other in-school factor.

“(4) A crucial component of an effective strategy for achieving high standards is ensuring, through professional development, that all teachers provide their students with challenging learning experiences in the core academic subjects.

“(5) Recent research has found that teachers who participate in sustained curriculum-centered professional development are much more likely to report that their teaching is aligned with high standards than are teachers who have not received such training.

“(6) Research has found that high-quality professional development is—

“(A) linked to high standards; professional development activities should improve the ability of teachers to help all students, including females, minorities, children with disabilities, children with limited English proficiency, and economically disadvantaged children, reach high State academic standards;

“(B) focused on content; professional development activities should advance teacher understanding of 1 or more of the core academic subject areas and effective instructional strategies for improving student achievement in those areas;

“(C) collaborative; professional development activities should involve collaborative groups of teachers, principals, administrators, and other school staff from the same school or district;

“(D) sustained; professional development activities should be of sufficient duration to

have a positive and lasting impact on classroom instruction and, to the greatest extent possible, should include follow-up and school-based support such as coaching or study groups;

“(E) embedded in a plan; professional development activities should be embedded in school and district-wide plans designed to raise student achievement to State academic standards; and

“(F) informed by research; professional development activities should be based on the best available research on teaching and learning.

“(7) Students who attend schools with large numbers of poor children are less likely to be taught by teachers who have met all State requirements for certification or licensure or who have a solid academic background in the subject matter they are teaching.

“(8) Despite the fact that every year the Nation’s colleges and universities produce many more teachers than are hired and that over 2,000,000 individuals who possess education degrees are currently engaged in activities other than teaching, many school districts experience difficulty recruiting and hiring enough fully qualified teachers. Among the reasons researchers have found for districts hiring less than fully qualified teachers are—

“(A) cumbersome and poorly coordinated State licensing procedures and local hiring practices;

“(B) the lack of reciprocity of teacher credentials, pensions, and credited years of experience across State and school district lines;

“(C) a lack of support for new teachers, such as high-quality mentoring programs, that can help reduce the attrition rate and the number of new teachers that school districts must hire every year; and

“(D) compensation systems that do not adequately reward teachers for improving their knowledge and skills.

**“SEC. 2002. PURPOSE.**

“The purpose of this part is to support the improvement of classroom instruction, so that all students are able to achieve to challenging State content and student performance standards in the core academic subjects, by providing assistance to State and local educational agencies in their efforts to recruit and retain a fully qualified instructional staff by—

“(1) supporting States and local educational agencies in continuing the task of developing challenging content and student performance standards and aligned assessments, revising curricula and teacher certification requirements, and using challenging content and student performance standards to improve teaching and learning;

“(2) assisting high-poverty local educational agencies and low-performing local educational agencies that have the greatest difficulty in recruiting and retaining fully qualified teachers;

“(3) supporting States and local educational agencies, in partnerships with institutions of higher education, to recruit and retain teachers in subject areas in which the State has determined there to be a shortage of teachers;

“(4) ensuring that all instructional staff have the subject matter knowledge and teaching skills necessary to teach effectively in all subjects in which they provide instruction;

“(5) providing assistance to new teachers during their first 3 years in the classroom; and

“(6) ensuring that teachers, principals, administrators, and other school staff have access to professional development that is aligned with challenging State content and

student performance standards in the core academic subjects.

**"SEC. 2003. AUTHORIZATION OF APPROPRIATIONS.**

"(a) SUBPART 2.—For the purpose of carrying out subpart 2, there are authorized to be appropriated \$1,500,000,000 for fiscal year 2000, \$1,875,000,000 for fiscal year 2001, \$2,250,000,000 for fiscal year 2002, \$2,625,000,000 for fiscal year 2003, and \$3,000,000,000 for fiscal year 2004.

"(b) SUBPART 3.—For the purpose of carrying out subpart 3, there are authorized to be appropriated \$40,000,000 for fiscal year 2000 and such sums as may be necessary for each of fiscal years 2001 through 2004.

**"Subpart 2—State and Local Activities**

**"SEC. 2011. ALLOCATIONS TO STATES.**

"(a) IN GENERAL.—In the case of each State that in accordance with section 2013 submits to the Secretary an application for a fiscal year, and has that application approved under section 2013(c), the Secretary shall make a grant for the year to the State for the uses specified in section 2012. The grant shall consist of the allocation determined for the State under subsection (b) or (c).

"(b) RESERVATION OF FUNDS.—From the amount made available to carry out this subpart for any fiscal year, the Secretary shall reserve—

"(1)  $\frac{1}{2}$  of 1 percent to provide assistance to the Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, to be distributed among these outlying areas on the basis of their relative need, as determined by the Secretary in accordance with the purpose of this part; and

"(2)  $\frac{1}{2}$  of 1 percent for the Secretary of the Interior for activities under this subpart for teachers, principals, administrators, and other school staff in schools operated or funded by the Bureau of Indian Affairs.

**"(c) STATE ALLOCATIONS.—**

"(1) IN GENERAL.—After reserving funds under subsection (b), the Secretary shall allocate the remaining amount made available to carry out this subpart for any fiscal year among the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico as follows:

"(A) 50 percent of such amount shall be allocated among such States on the basis of their relative populations of individuals aged 5 through 17, as determined by the Secretary on the basis of the most recent satisfactory data.

"(B) 50 percent of such amount shall be allocated among such States in proportion to the number of children, aged 5 to 17, who reside within the State from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available, compared to the number of such individuals who reside in all such States for that fiscal year.

"(2) MINIMUM ALLOCATION.—No State receiving an allocation under paragraph (1) may receive less than  $\frac{1}{4}$  of 1 percent of the total amount made available to carry out this subpart for any fiscal year and not reserved under subsection (b).

**"SEC. 2012. WITHIN-STATE ALLOCATIONS.**

"(a) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

"(1) IN GENERAL.—Each State receiving a grant under this subpart shall expend at least 92 percent of the amount of the funds provided under the grant for the purpose of making subgrants to local educational agencies as follows:

"(A) subject to paragraph (2), 80 percent of such amount shall be allocated as follows:

"(i) 60 percent shall be allocated among local educational agencies having an approved application under section 2017 in proportion to the number of children, aged 5 to 17, who reside within the jurisdiction served by the agency from families with incomes below the poverty line (as defined by the Office of Management and Budget as revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available, compared to the number of such children who reside in all such jurisdictions for that fiscal year.

"(ii) 40 percent shall be allocated among local educational agencies having an approved application under section 2017 on the basis of their relative populations of children aged 5 to 17, as determined by the Secretary on the basis of the most recent satisfactory data.

"(B) 20 percent of such amount shall be used to provide additional funds to local educational agencies, and partnerships described in section 2016(b)(1), having an approved application under section 2018 in accordance with such section.

"(2) MINIMUM AMOUNT.—Notwithstanding paragraph (1)(A), a local educational agency may not receive an allocation under such paragraph for any fiscal year that is less than its allocation for fiscal year 1999 under section 2203(1) of this Act (as in effect on the day before the date of the enactment of the Smart Classrooms Act). If the amount available for allocations under paragraph (1)(A) is insufficient to satisfy the preceding sentence, each allocation under such paragraph shall be ratably reduced.

"(b) SUBGRANTS TO PARTNERSHIPS.—Each State receiving a grant under this subpart shall expend at least 2 percent of the amount of the funds provided under the grant for the purpose of making subgrants to partnerships under section 2016.

"(c) STATE-LEVEL ACTIVITIES.—Each State receiving a grant under this part may expend not more than 6 percent of the amount of the funds provided under the grant for one or more of the State-level activities described in section 2015.

"(d) ADMINISTRATION AND EVALUATIONS.—Subject to section 2023, each State receiving a grant under this subpart or part C shall expend not more than  $\frac{1}{4}$  of its allocation under subsection (c) for—

"(1) its costs of administering this subpart and part C;

"(2) evaluations of the effectiveness of activities under this subpart and part C, including effectiveness as measured using the indicators of program performance described in section 2451; and

"(3) reports required under section 2208, if the State receives funds under part C.

**"SEC. 2013. STATE APPLICATION.**

"(a) APPLICATIONS REQUIRED.—

"(1) IN GENERAL.—Each State desiring to receive its allocation under this subpart shall submit, through its State educational agency, an application to the Secretary at such time, in such form, and containing such information as the Secretary reasonably may require.

"(2) CONSULTATION.—The State educational agency shall develop the State application—

"(A) in consultation with the State agency for higher education, community-based and other nonprofit organizations of demonstrated effectiveness in professional development, and institutions of higher education; and

"(B) with the extensive participation of teachers, teacher educators, school administrators, and content specialists.

"(b) CONTENTS.—Each such application shall include the following:

"(1) A description of how the State educational agency will use all funds received under this subpart to implement State plans or policies that support comprehensive standards-based education reform through the following strategies:

"(A) Supporting the alignment of curricula and assessments with challenging State content and student performance standards.

"(B) Supporting local educational agencies in their efforts to recruit and retain fully qualified teachers, with special consideration given to recruiting highly qualified teachers from minority and other historically underrepresented groups, including bilingual teachers.

"(C) Ensuring that teachers employed by local educational agencies are proficient in content knowledge and teaching skills in all subjects in which they provide instruction.

"(D) Providing professional development, aligned with State content and student performance standards, in core academic subjects.

"(2) A plan for ensuring that all teachers teaching in schools served under this part are fully qualified not later than November 1, 2003.

"(3) An assurance that teacher aides or other paraprofessionals who are not fully qualified teachers provide instruction to students only under the direct and immediate supervision of a fully qualified teacher, and have received the professional development necessary to perform their duties.

"(4) A description of the process the State educational agency will use to make competitive awards to local educational agencies under section 2018, including a description of—

"(A) the State's criteria for classifying local educational agencies as among those having the greatest need for services provided under this subpart and its justification for those criteria;

"(B) the State's strategies for ensuring that local educational agencies that have historically had little success in competing for funds are provided a reasonable opportunity compete for subgrants;

"(C) the State's criteria for determining the amounts that it will award to recipients and the criteria for providing noncompetitive renewals of subgrants; and

"(D) the technical assistance that the State educational agency will provide, under section 2018(e)(2), to local educational agencies that it identifies as having the greatest need for services and that fail to receive an award under section 2018.

"(5) A description of how the State educational agency will ensure that all recipients of funds under this subpart will report on their level of performance based on the program performance indicators described in section 2451.

"(6) A list of any additional indicators of program performance, beyond those described in section 2451, on which the State educational agency and the State agency for higher education will require recipients to report.

"(7) A set of specific, numerical, annual goals for each of the performance indicators required under section 2451 and for any additional indicators that the State elects to use for measuring the progress of the State and local educational agencies receiving funds under this subpart.

"(8) A description of how the State will coordinate professional development activities authorized under this subpart with professional development activities provided under other Federal, State, and local programs, including those authorized under title I, title III, title IV, part A of title VII, and (where applicable) the Individuals with Disabilities Education Act and the Carl D. Perkins Vocational and Technical Education Act. The ap-

plication shall also describe the comprehensive strategy that the State will take as part of such coordination effort, to ensure that teachers are trained in the utilization of technology so that technology and its applications are effectively used in the classroom to improve teaching and learning in all curriculum and content areas, as appropriate.

“(c) **APPROVAL.**—The Secretary shall, using a peer-review process, approve a State application if it meets the requirements of this section and holds reasonable promise of achieving the purpose described in section 2002.

**“SEC. 2014. STATE ACCOUNTABILITY.**

“(a) **ANNUAL REPORTS.**—Each State educational agency that receives funds under this subpart and part C shall, beginning in fiscal year 2002, annually compile, publish, submit to the Secretary, and distribute to the public, a report including the following information:

“(1) The percentage of teachers teaching in the State who have not met State qualifications and licensing criteria for the grade levels and subject areas in which they provide instruction.

“(2) The percentage of teachers teaching in the State under emergency or other provisional status through which State qualifications or licensing criteria have been waived.

“(3) The percentage of teachers teaching in the State who do not hold a postsecondary degree with a major in the subject areas in which they provide instruction.

“(4) The average class size.

“(5) The percentage of teachers with certification from the National Board for Professional Teaching Standards.

“(6) Information on the progress of recipients of subgrants under this subpart, measured based on the program performance indicators described in section 2041 and any additional indicators included in the State's application.

“(7) Student achievement.

“(8) Such other information as the Secretary may reasonably require.

“(b) **DISAGGREGATED DATA.**—

“(1) **IN GENERAL.**—Data collected for the purpose of carrying out this section shall be disaggregated by State, local educational agency, and school.

“(2) **DATA ON STUDENT ACHIEVEMENT.**—Data collected for the purpose of carrying out subsection (a)(7) shall also be disaggregated by the following:

“(A) Gender.

“(B) Each major racial and ethnic group.

“(C) English proficiency status.

“(D) Students with disabilities as compared to nondisabled students.

“(E) Economically disadvantaged students as compared to students who are not economically disadvantaged.

**“SEC. 2015. STATE-LEVEL ACTIVITIES.**

“Each State shall use funds it reserves under section 2012(c) to carry out activities described in its approved application that promote high-quality classroom instruction, such as—

“(1) supporting the continued improvement of State content and student performance standards and assessments aligned with those standards;

“(2) providing technical assistance and other services to increase the capacity of local educational agencies and schools to develop and implement systemic local improvement plans, implement State and local assessments, and develop curricula consistent with State content and performance standards;

“(3) supporting the development and implementation, at the local educational agency and school-building level, of improved systems for recruiting, selecting, hiring, mentoring, supporting, evaluating, and re-

warding principals and fully qualified teachers;

“(4) redesigning and strengthening professional licensure systems for educators;

“(5) developing performance-based assessment systems for full teacher licensure;

“(6) establishing, expanding, or improving rigorous alternative routes to State certification or licensure that lead to certification within 2 years and require applicants to meet the same standards and pass the same tests as other applicants;

“(7) developing or strengthening assessments to test the content knowledge and teaching skills of new teachers;

“(8) developing and implementing professional development opportunities for teachers, principals, administrators, and other school staff based on State content and student performance standards;

“(9) operating a teacher academy that establishes and demonstrates models for local educational agencies to improve teaching and learning through activities such as—

“(A) using master teachers to mentor and train student teachers; and

“(B) providing ongoing professional development opportunities and support for teachers;

“(10) providing professional development programs that enable teachers to effectively communicate with parents in the education process to support classroom instruction and work effectively with parent volunteers;

“(11) executing policies and practices that will ensure that low-income and minority students are not taught by emergency certified or unqualified teachers at rates higher than other students; and

“(12) increasing the portability of teacher pensions and reciprocity of teaching credentials across State lines.

**“SEC. 2016. SUBGRANTS TO PARTNERSHIPS.**

“(a) **ADMINISTRATION.**—From the funds made available to it under section 2012(b) for any fiscal year, a State agency for higher education may use not more than 5 percent for its expenses in administering this section, including conducting evaluations and reporting under subsection (g).

“(b) **SUBGRANTS TO PARTNERSHIPS.**—

“(1) **IN GENERAL.**—

“(A) **PARTNERSHIPS.**—For the purpose of providing professional development to elementary and secondary school teachers in a local educational agency that is both a high-poverty local educational agency and a low-performing local educational agency, a State agency for higher education, subject to subsection (a) and in conjunction with the State educational agency, shall use the funds made available to it under section 2012(b) for any fiscal year to make subgrants to partnerships consisting of—

“(i) one or more institutions of higher education (including historically Black colleges and universities and Hispanic-serving institutions), or nonprofit organizations of demonstrated effectiveness in providing professional development in the core academic subjects; and

“(ii) a local educational agency that is both a high-poverty local educational agency and a low-performing local educational agency, or more than one such agency.

“(B) **REQUIREMENT FOR INSTITUTIONS OF HIGHER EDUCATION.**—Participating institutions of higher education shall meet the criteria under section 203(a)(2)(A)(i) of the Higher Education Act of 1965.

“(2) **SIZE, DURATION, AND PEER REVIEW.**—Each subgrant under this section shall be—

“(A) of sufficient size and duration to carry out the purpose of this subpart effectively; and

“(B) awarded, using a peer-review process, on a competitive basis.

“(3) **PRIORITY.**—In making subgrants under this section, a State agency for higher edu-

cation shall give a priority to projects that focus on induction programs for new teachers.

“(4) **OTHER FACTORS.**—In making subgrants under this section, a State agency for higher education shall consider—

“(A) the need for the proposed professional development activities in the jurisdiction of the local educational agency; and

“(B) the quality of the proposed program and its likelihood of success in improving classroom instruction and student academic achievement.

“(c) **PARTNERSHIP AGREEMENTS.**—No institution of higher education or nonprofit organization may receive a subgrant under this section unless it enters into a written agreement with at least one local educational agency that is both a high-poverty local educational agency and a low-performing local educational agency to provide professional development to elementary and secondary school teachers in the schools of that agency in the core academic subjects. Each such agreement shall identify specific goals for how the professional development that the subgrantee provides will enhance the ability of those teachers to prepare all students, including females, minorities, students with disabilities, students with limited English proficiency, and economically disadvantaged students, to achieve to challenging State content and student performance standards in all subjects in which those teachers provide instruction.

“(d) **COORDINATION.**—Any professional development activities carried out under this section by a partnership shall be coordinated with activities carried out under title II of the Higher Education Act of 1965 (20 U.S.C. 1021 et seq.), if any member of the partnership is participating in programs funded under that title.

“(e) **JOINT EFFORTS WITHIN INSTITUTIONS OF HIGHER EDUCATION.**—In the case of a partnership that includes an institution of higher education, each activity assisted under this section shall involve the joint effort of the institution's school or department of education and the schools or departments responsible for the specific disciplines in which the professional development will be provided.

“(f) **USES OF FUNDS.**—A recipient of funds under this section shall use those funds for—

“(1) research-based programs to assist new teachers during their first 3 years in the classroom, which may include—

“(A) mentoring and coaching by appropriately trained and certified teachers;

“(B) team teaching with experienced teachers;

“(C) observation by, and consultation with, experienced teachers and higher education faculty;

“(D) assignment of fewer course preparations; and

“(E) provision of additional time for preparation;

“(2) professional development in the core academic subjects, aligned with State content and student performance standards, for teams of teachers from a school or local educational agency and, where appropriate, principals, administrators, and other school staff; and

“(3) providing technical assistance to school and local educational agency staff for planning, implementing, and evaluating professional development.

“(g) **ANNUAL REPORTS.**—

“(1) **IN GENERAL.**—Beginning with fiscal year 2002, each subgrantee under this section shall submit an annual report to the State agency for higher education, by a date set by that agency, on its progress, as measured using the indicators of partnership performance described in section 2041.

“(2) **CONTENT.**—Each such report—

“(A) shall include a copy of each written agreement required by subsection (c); and

“(B) shall describe how the partners have collaborated to achieve the specific goals set out in the agreement, and the results of that collaboration.

“(3) COPY.—The State agency for higher education shall provide the State educational agency with a copy of each subgrantee’s annual report.

“(h) SPECIAL RULE.—No single participant in a partnership receiving a subgrant under this section may retain more than 50 percent of the funds made available to the partnership under this section.

**“SEC. 2017. LOCAL APPLICATIONS FOR FORMULA SUBGRANTS.**

“(a) APPLICATION REQUIRED.—Each local educational agency desiring to receive its allocation from funds made available under section 2012(a)(1)(A) for any fiscal year shall submit an application to the State educational agency at such time, in such form, and containing such information as the State educational agency reasonably may require. Each such application shall include an agency-wide plan for raising student achievement against State standards through each of the following strategies:

“(1) Supporting the alignment of curricula, assessments, classroom instructional strategies, and professional development with challenging State content and student performance standards.

“(2) Carrying out activities to recruit fully qualified teachers, particularly in subject areas and in schools in which there is a shortage of such teachers with special consideration given to recruiting fully qualified teachers from minority and other historically underrepresented groups, including bilingual teachers.

“(3) Ensuring that teachers employed by the local educational agency are proficient in teaching skills and in the content knowledge necessary to effectively teach the content called for by State and local standards in all subjects in which they provide instruction and are prepared to integrate technology into the classroom.

“(4) Targeting funds to schools within the jurisdiction of the local educational agency that—

“(A) have the highest proportion of teachers who are not fully qualified;

“(B) have the largest average class size; or

“(C) are identified for school improvement under section 1116(c).

“(5) Carrying out activities to assist new teachers during their first 3 years in the classroom.

“(6) Providing professional development in core academic subjects.

“(b) ADDITIONAL CONTENTS.—Each such application shall also—

“(1) identify specific, measurable goals for achieving the purpose described in section 2002 that, at a minimum, reflect the performance indicators described in section 2041;

“(2) describe how the local educational agency will use funds received under this subpart to help implement the plan described in subsection (a);

“(3) include an assurance that the local educational agency will collect data that measure progress toward the indicators of program performance described in section 2041;

“(4) describe how the local educational agency will address the needs of high-poverty, low-performing schools within its jurisdiction;

“(5) describe how the local educational agency will address the needs of teachers of students with limited English proficiency and other students with special needs;

“(6) describe how the local educational agency will meet the professional develop-

ment needs of its principals and teachers; and

“(7) describe how the local educational agency will coordinate funds under this subpart with the professional development activities funded through other State and Federal programs.

“(c) APPROVAL.—Notwithstanding section 2012(a)(1)(A), a State educational agency shall approve a local educational agency’s application under this section only if the application satisfies the requirements of this section and the State educational agency determines that the application holds reasonable promise of achieving the purpose described in section 2002.

“(d) CONSOLIDATED APPLICATION.—Local educational agencies may consolidate applications under this section and section 2018.

**“SEC. 2018. LOCAL APPLICATIONS FOR COMPETITIVE SUBGRANTS.**

“(a) IN GENERAL.—Each State educational agency shall use the funds described in section 2012(A)(1)(B) for competitive grants to local educational agencies, and partnerships described in section 2016(b)(1), that focus primarily on those agencies and partnerships with the greatest need for—

“(1) activities related to the development, and effective implementation, of curricula aligned with state content and student performance standards; and

“(2) professional development activities that are aligned with those standards.

“(b) SELECTION PROCESS.—

“(1) IN GENERAL.—The State educational agency shall award subgrants under this section through a peer-review process that includes reviewers who are knowledgeable in the academic content areas.

“(2) PUBLIC AVAILABILITY.—The State educational agency—

“(A) shall provide local educational agencies and the general public with a list of the selection criteria that the State educational agency will use in making subgrants under this section; and

“(B) at the completion of the awards process, make public a complete list of applicants and of the applicants that received awards.

“(c) DEMONSTRATION OF NEED.—The State educational agency shall identify the applicants with the greatest need for services, based on the following objective data supplied by the applicant:

“(1) The number or percentage of children who fail to meet State performance standards on assessments used for part A of title I.

“(2) The number or percentage of schools identified for school improvement under section 1116(c).

“(3) The number or percentage of teachers employed who have not received full State certification or licensure.

“(4) The number or percentage of secondary school teachers who do not have an academic major in a subject area directly related to the area in which they provide instruction.

“(5) The number or percentage of students living in poverty.

“(6) The number or percentage of students who have limited English proficiency.

“(7) The applicant’s fiscal capacity to fund programs described in section 2019 without Federal assistance.

“(d) SELECTION OF SUBGRANTEES.—The State educational agency shall make awards to applicants based on—

“(1) the quality of the applicant’s proposal and the likelihood of its success in improving classroom instruction and student academic achievement;

“(2) the demonstrated need of the applicant under subsection (c); and

“(3) the applicant’s need for professional development in mathematics and science.

“(e) OPPORTUNITY TO COMPETE.—

“(1) STRATEGIES.—To ensure that local educational agencies that have the greatest need are provided a reasonable opportunity to compete for an award, State educational agencies shall adopt at least one of the following strategies:

“(A) Holding more than one competition for funds for a fiscal year and, before each such competition, providing technical assistance in developing a high-quality application to local educational agencies that have demonstrated the greatest need but were unsuccessful in the previous grant competition.

“(B) Holding a competition restricted to local educational agencies that it has identified under subsection (c) as having the greatest need for services.

“(C) Requiring recipients seeking a renewal of a subgrant under this section to form a partnership with an applicant that applied for, but failed to receive, such a subgrant.

“(D) Providing a competitive priority to those local educational agencies the State educational agency has identified under subsection (c) as having the greatest need for services.

“(2) TECHNICAL ASSISTANCE.—At a minimum, a State educational agency shall, after the completion of an award cycle and before the start of the next cycle, provide technical assistance in developing a high-quality application for future competitions to any local educational agency identified under subsection (c) as having the greatest need for services that did not receive a subgrant.

“(f) SCOPE OF PROJECTS.—The State educational agency shall award a subgrant under this section only for projects that are of sufficient size, scope, and quality to achieve the purpose of this part.

**“SEC. 2019. USES OF FUNDS.**

“(a) PRIORITY FOR PROFESSIONAL DEVELOPMENT IN MATHEMATICS AND SCIENCE.—

“(1) APPROPRIATION EQUAL TO OR LESS THAN \$300,000,000.—Except as provided in section 2020(d), in any fiscal year for which the amount appropriated for this subpart is \$300,000,000 or less, each local educational agency shall ensure that all funds received by the agency under this subpart are used for professional development in mathematics and science.

“(2) APPROPRIATION GREATER THAN \$300,000,000.—Except as provided in section 2020(d), in any fiscal year for which the amount appropriated for this subpart is greater than \$300,000,000, each local educational agency shall ensure that the amount of funds under this subpart that the agency uses for professional development in mathematics and science is at least as much as the amount that would have been made available to the agency if the amount appropriated had been \$300,000,000.

“(3) INTERDISCIPLINARY ACTIVITIES.—In meeting the requirement under paragraph (1) or (2), a local educational agency may use funds under this subpart for activities that focus on more than one core academic subject if those activities focus predominantly on improving instruction in mathematics or science.

“(4) WAIVER.—

“(A) APPLICATION.—A local educational agency, in consultation with teachers and principals, may seek a waiver of the requirements under paragraph (1) or (2) from a State in order to allow the local educational agency to use such funds for professional development in academic subjects other than mathematics and science.

“(B) STANDARD FOR GRANTING.—A State may not approve such a waiver unless the local educational agency is able to demonstrate that—

“(i) the professional development needs of mathematics and science teachers, including elementary teachers responsible for teaching mathematics and science, have been adequately met and will continue to be adequately met if the waiver is approved;

“(ii) State assessments in mathematics and science demonstrate that each school within the local educational agency has made and will continue to make progress toward meeting the challenging State content standards and student performance standards in these areas; and

“(iii) State assessments in other academic subjects demonstrate a need to focus on subjects other than mathematics and science.

“(C) GRANDFATHER OF OLD WAIVERS.—A waiver provided to a local educational agency under part D of title XIV prior to the date of the enactment of the Smart Classrooms Act shall be deemed effective until such time as it otherwise would have ceased to be effective.

“(b) OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES.—Each local educational agency shall ensure that funds under this subpart that the agency uses for professional development, in areas other than mathematics or science, are used to provide professional development activities in one or more of the other core academic subjects.

“(c) OTHER USES OF FUNDS.—Subject to subsection (a), a local educational agency that receives funds under this subpart may use those funds for activities to raise student achievement against challenging State standards, in accordance with its plan described in section 2017(a), which may include the following:

“(1) Activities to recruit fully qualified teachers, including teachers from historically underrepresented groups, such as the provision of signing bonuses and other financial incentives.

“(2) Providing the necessary education and training, including paying (for programs that meet the criteria under section 203(b)(2)(A)(i) of the Higher Education Act of 1965 (20 U.S.C. 1023(b)(2)(A)(i))) the costs of college tuition and other student fees to assist current teachers or other school personnel who are not fully qualified teachers to become fully qualified, except that, to receive funds under this paragraph, an individual must be within 2 years of completing an undergraduate degree and must agree to teach in a high-poverty, low-performing school for a period of at least 3 years.

“(3) Programs to assist new teachers during their first 3 years in the classroom, such as—

“(A) mentoring and coaching by trained mentor teachers;

“(B) team teaching with experienced teachers;

“(C) observation by, and consultation with, experienced teachers and higher education faculty;

“(D) assignment of fewer course preparations; and

“(E) provision of additional time for preparation.

“(4) Provision of professional development aligned with State content and student performance standards.

“(5) Provision of professional development programs that enable teachers to effectively communicate with parents and involve parents in the educational process to support classroom instruction and to work effectively with parent volunteers.

“(6) Participation by teams of teachers in summer institutes and summer immersion activities that focus on preparing teachers to bring all students to high standards in one or more of the core academic subjects.

“(7) Subsidizing fees for teachers who participate in the assessment process of the Na-

tional Board for Professional Teaching Standards.

“(8) Teacher participation in working groups, task forces, or committees, charged with adapting and implementing high standards for all students, including district-wide and school-based teams of teachers charged with aligning curricula and lesson plans with State content and student performance standards and assessments.

“(9) Programs to implement peer-assistance peer-review processes for teachers, principals, administrators, and other school staff.

“(10) Establishment and maintenance of local professional networks that provide a forum for interaction among teachers and that allow for the exchange of information on advances in content and pedagogy.

“(11) Development of incentives to encourage teachers employed by the agency, and other qualified individuals, to obtain proficiency in content knowledge in a core academic subject area identified by the agency as having a shortage of qualified teachers.

“(12) Development and acquisition of curricular materials and other instructional aids, if they are not normally provided by the local educational agency or the State as part of the regular instructional program, that will advance local reform efforts to raise student achievement against State content and student performance standards.

“(13) Providing increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.

#### “SEC. 2020. LOCAL ACCOUNTABILITY.

“(a) ANNUAL REPORTS.—Each local educational agency that receives funds under this subpart shall, beginning in fiscal year 2002, annually compile, publish, and submit to the State educational agency a report on its activities under this subpart, at such time, in such form, and containing such information as the State educational agency may reasonably require.

“(b) CONTENTS.—Each report shall include the following information:

“(1) The percentage of teachers teaching in the jurisdiction of the agency who have not met State qualifications and licensing criteria for the grade levels and subject areas in which they provide instruction.

“(2) The percentage of teachers teaching in the jurisdiction of the agency under emergency or other provisional status through which State qualifications or licensing criteria have been waived.

“(3) The percentage of teachers teaching in the jurisdiction of the agency who do not hold a postsecondary degree with a major in the subject areas in which they provide instruction.

“(4) The average class size.

“(5) Information on the progress of schools and teachers under this subpart, measured based on the program performance indicators described in section 2041 and any additional indicators included in the local educational agency's application.

“(6) Student achievement.

“(7) Such other information as the State educational agency may reasonably require.

“(c) DISAGGREGATED DATA.—

“(1) IN GENERAL.—Data collected for the purpose of carrying out this section shall be disaggregated by local educational agency and school.

“(2) DATA ON STUDENT ACHIEVEMENT.—Data collected for the purpose of carrying out subsection (b)(6) shall also be disaggregated by the following:

“(A) Gender.

“(B) Each major racial and ethnic group.

“(C) English proficiency status.

“(D) Students with disabilities as compared to nondisabled students.

“(E) Economically disadvantaged students as compared to students who are not economically disadvantaged.

“(d) FUNDING.—A local educational agency may reserve up to 5 percent of the amount it receives under section 2012(a)(1)(A) to carry out this section.

#### “SEC. 2021. PARENTS' RIGHT TO KNOW.

“Each local educational agency that receives funds under this subpart shall provide, upon request, to any parent of a student attending any school receiving funds under this subpart, in an understandable and uniform format, information regarding the professional qualifications of the student's teacher, including—

“(1) whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

“(2) whether the teacher is teaching under emergency or other provisional status through which the State qualifications or licensing criteria have been waived;

“(3) the college major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certificate or degree; and

“(4) the school or local educational agency's hiring policy.

#### “SEC. 2022. TECHNICAL ASSISTANCE.

“The State educational agency shall provide technical assistance to local educational agencies receiving a subgrant under this subpart that fail for 2 consecutive years to meet their goals, as measured using the performance indicators described in section 2041.

#### “SEC. 2023. CORRECTIVE ACTION.

“The State educational agency shall take corrective action, against any local educational agency that does not make sufficient effort to comply with this subpart within the time specified. In a case in which a State fails to take corrective action, the Secretary shall withhold funds from such State up to an amount equal to that described in section 2012(d).

#### “SEC. 2024. MAINTENANCE OF EFFORT.

“No funds may be provided to a local educational agency for a fiscal year under this subpart unless the State educational agency is satisfied that the local educational agency will spend, from other sources, at least as much for activities described in this subpart as the average amount it spent from other sources for those activities over the previous 3 fiscal years.

#### “SEC. 2025. EQUIPMENT AND TEXTBOOKS.

“A local educational agency may not use subgrant funds under this subpart for equipment, computer hardware, textbooks, telecommunications fees, or other items, that would otherwise be provided by the local educational agency, the State, or a private school whose students receive services under this part.

#### “SEC. 2026. SUPPLEMENT, NOT SUPPLANT.

“A local educational agency that receives funds under this subpart shall use those funds only to supplement the amount of funds or resources that would, in the absence of those Federal funds, be made available from non-Federal sources for the purposes of the program authorized under this subpart, and not to supplant those non-Federal funds or resources.

#### “Subpart 3—National Activities for the Improvement of Teaching and School Leadership

#### “SEC. 2031. ACTIVITIES OF NATIONAL SIGNIFICANCE.

“(a) IN GENERAL.—The Secretary may make grants to, and enter into contracts and cooperative agreements with, local educational agencies, educational service agencies, State educational agencies, State agen-

cies for higher education, institutions of higher education, and other public and private nonprofit agencies, organizations, and institutions to carry out subsection (b).

“(b) ACTIVITIES.—The Secretary—

“(1) may support activities of national significance that are not supported through other sources and that the Secretary determines will contribute to the improvement of teaching and school leadership in the Nation’s schools, such as—

“(A) supporting collaborative efforts by States, or consortia of States, to review and benchmark the quality, rigor, and alignment of State standards and assessments;

“(B) supporting collaborative efforts by States, or consortia of States, to develop performance-based systems for assessing content knowledge and teaching skills prior to full teacher licensure;

“(C) efforts to increase the portability of teacher pensions and reciprocity of teaching credentials across State lines; and

“(D) research, evaluation, and dissemination activities related to effective strategies for increasing the portability of teachers’ credited years of experience across State and local educational agency lines;

“(2) may support activities of national significance that the Secretary determines will contribute to the recruitment and retention of fully qualified teachers and principals in high-poverty local educational agencies and low-performing local educational agencies, such as—

“(A) providing States with assistance in the development of alternative certification programs that lead to certification within 2 years and require applicants to meet the same standards and pass the same tests as other applicants;

“(B) the development and implementation of a national teacher recruitment clearinghouse and job bank, which shall be coordinated and, to the extent feasible, integrated with the America’s Job Bank administered by the Secretary of Labor—

“(i) to disseminate information and resources nationwide on entering the teaching profession to persons interested in becoming teachers;

“(ii) to serve as a national resource center for effective practices in teacher recruitment and retention;

“(iii) to link prospective teachers to local educational agencies and training resources with particular attention to high-poverty local educational agencies and low-performing local educational agencies with critical teacher shortages; and

“(iv) to provide information and technical assistance to prospective teachers about certification and other State and local requirements related to teaching; and

“(C) the development and implementation, or expansion, of programs that recruit talented individuals to become principals, including such programs that employ alternative routes to State certification, and that prepare both new and experienced principals to serve as instructional leaders, which may include the creation and operation of a national center for the preparation and support of principals as leaders of school reform; and

“(3) may support the National Board for Professional Teaching Standards.

**“SEC. 2032. PROFESSIONAL DEVELOPMENT FOR PRINCIPALS AS LEADERS OF SCHOOL REFORM.**

“(a) COMPETITIVE GRANTS.—The Secretary may reserve not more than 5 percent of the amount appropriated under section 2003(b) for competitive grants to eligible partnerships—

“(1) consisting of—

“(A) one or more institutions of higher education that provide professional development for principals and other school administrators; and

“(B) one or more local educational agencies; and

“(2) that may include other entities, agencies, and organizations, such as a State educational agency, a State agency for higher education, or professional organizations for principals, administrators, teachers, and parents.

“(b) APPLICATION.—An eligible partnership that desires to receive a grant under this section shall submit an application at such time, in such form, and containing such information as the Secretary may require. Each such application shall include—

“(1) a description of the activities the partnership will carry out to meet the purpose of this part;

“(2) a description of how those activities will build on and be coordinated with other professional development activities, including activities under this title and title II of the Higher Education Act of 1965;

“(3) a description of how principals, teachers, and other interested parties were involved in developing the application and will be involved in planning and carrying out the activities under this section; and

“(4) a description of how the professional development will result in the acquisition of a license, degree, or continuing education unit.

“(c) USE OF FUNDS.—An eligible partnership that receives a grant under this section shall use the grant funds to provide professional development to principals and other school administrators to enable them to be effective school leaders and prepare all students to achieve to challenging State content and student performance standards, including professional development on—

“(1) comprehensive school reform;

“(2) leadership skills;

“(3) recruitment, assignment, retention and evaluation of teacher and other instructional staff;

“(4) State content standards;

“(5) effective instructional practice;

“(6) using smaller classes effectively; and

“(7) parental and community involvement.

**“SEC. 2033. SCHOOL TECHNOLOGY CENTERS.**

“(a) COMPETITIVE GRANTS.—The Secretary may reserve not more than 5 percent of the amount appropriated under section 2003(b) for competitive grants to eligible partnerships consisting of—

“(1) one or more institutions of higher education;

“(2) one or more technology-deficient local educational agencies or schools;

“(3) one or more technology-proficient local educational agencies or schools; and

“(4) such other entities, agencies, and organizations, such as a State educational agency, a State agency for higher education, nonprofit organizations, or businesses, as the partners described in paragraphs (1), (2), and (3) determine to be appropriate.

“(b) APPLICATION.—An eligible partnership that desires to receive a grant under this section shall submit an application at such time, in such form, and containing such information as the Secretary may require. Each such application shall include—

“(1) a description of the activities the partnership will carry out under this section;

“(2) a description of how the partners will work together to build the capacity to use technology to improve teaching and learning in the partners described in subsection (a)(2); and

“(3) a description of the goals of each partner and how progress toward those goals will be measured.

“(c) USE OF FUNDS.—An eligible partnership that receives a grant under this section shall use the grant funds to develop or expand a technology center serving the partners described in subsection (a)(2).

**“SEC. 2034. EISENHOWER NATIONAL CLEARINGHOUSE FOR MATHEMATICS AND SCIENCE EDUCATION.**

“(a) ESTABLISHMENT OF CLEARINGHOUSE.—The Secretary shall award a competitive grant or contract to establish the Eisenhower National Clearinghouse for Mathematics and Science Education (hereafter in this section referred to as the ‘Clearinghouse’).

“(b) AUTHORIZED ACTIVITIES.—

“(1) APPLICATION AND AWARD BASIS.—

“(A) IN GENERAL.—Each entity desiring to establish and operate the Clearinghouse shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

“(B) PEER REVIEW.—The Secretary shall establish a peer review process to make recommendations on the recipient of the award for the Clearinghouse.

“(C) MERIT.—The Secretary shall make the award for the Clearinghouse on the basis of merit.

“(2) DURATION.—The Secretary shall award the grant or contract for the Clearinghouse for a period of 5 years.

“(3) ACTIVITIES.—The award recipient shall use the award funds to—

“(A) maintain a permanent collection of such mathematics and science education instructional materials and programs for elementary and secondary schools as the Secretary finds appropriate, with a priority for such materials and programs that have been identified as promising or exemplary, through a systematic approach such as the use of expert panels required under the Educational Research, Development, Dissemination, and Improvement Act of 1994;

“(B) disseminate the materials and programs described in paragraph (1) to the public, State educational agencies, institutions of higher education, local educational agencies, and schools (particularly high-poverty, low-performing schools), including through the maintenance of an interactive national electronic information management and retrieval system accessible through the Worldwide Web and other advanced communications technologies;

“(C) coordinate with other databases containing mathematics and science curriculum and instructional materials, including Federal, non-Federal, and, where feasible, international databases;

“(D) support the development and dissemination of model professional development materials in mathematics and science education;

“(E) contribute materials or information, as appropriate, to other national repositories or networks; and

“(F) gather qualitative and evaluative data on submissions to the Clearinghouse, and disseminate that data widely, including through the use of electronic dissemination networks.

“(4) SUBMISSION TO CLEARINGHOUSE.—Each Federal agency or department that develops mathematics or science education instructional materials or programs, including the National Science Foundation and the Department, shall submit copies of that material and those programs to the Clearinghouse.

“(5) STEERING COMMITTEE.—The Secretary may appoint a steering committee to recommend policies and activities for the Clearinghouse.

“(6) APPLICATION OF COPYRIGHT LAWS.—

“(A) IN GENERAL.—Nothing in this section shall be construed to allow the use or copying, in any medium, of any material collected by the Clearinghouse that is protected under the copyright laws of the United States unless the permission of the owner of the copyright is obtained.



“(B) COMPLIANCE.—In carrying out this section, the Clearinghouse shall ensure compliance with title 17 of the United States Code.

**“SEC. 2035. DISSEMINATION OF INFORMATION ON RESEARCH-BASED PROFESSIONAL DEVELOPMENT.**

“The Secretary shall gather and disseminate information related to comprehensive, research-based professional development, in the core academic subjects other than math and science, including business.

**“SEC. 2036. SCHOOL COUNSELING PROGRAM.**

“(a) IN GENERAL.—The Secretary may award grants under this section to establish or expand elementary and secondary school counseling programs.

“(b) PRIORITY.—In awarding grants under this section, the Secretary shall give special consideration to applications describing programs that—

“(1) demonstrate the greatest need for new or additional counseling services among the children in the elementary and secondary schools served by the applicant;

“(2) propose the most promising and innovative approaches for initiating or expanding elementary and secondary school counseling; and

“(3) show the greatest potential for replication and dissemination.

**“SEC. 2037. HOLOCAUST EDUCATION.**

“(a) COMPETITIVE GRANTS.—The Secretary may reserve not more than 5 percent of the amount appropriated under section 2003(b) for competitive grants to eligible Holocaust educators to carry out activities described in this section.

“(b) APPLICATIONS.—To be eligible to receive a grant under this section, an eligible Holocaust educator shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may reasonably require and contain a specific and detailed description of the Holocaust education program for which the grant will be used.

“(c) USE OF FUNDS.—A Holocaust educator receiving a grant under this section shall use such grant to carry out a Holocaust education program that—

“(1) has as its specific and primary purpose the improvement in awareness and understanding of the Holocaust among elementary and secondary school students; and

“(2) to achieve such purpose, furnishes at a school or Holocaust education center—

“(A) 1 or more classes, seminars, or conferences;

“(B) educational materials;

“(C) teaching training; and

“(D) any good or service designed to improve awareness and understanding of the Holocaust.

**“SEC. 2038. RURAL TEACHERS.**

“(a) COMPETITIVE GRANTS.—The Secretary may reserve not more than 5 percent of the amount appropriated under section 2003(b) for competitive grants to eligible rural local educational agencies to carry out activities described under this section.

“(b) APPLICATIONS.—To be eligible to receive a grant under this section, an eligible rural local educational agency shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may reasonably require.

“(c) USE OF FUNDS.—An eligible rural local educational agency that receives a grant under this section may use such funds to develop incentive programs—

“(1) to recruit and retain fully qualified teachers; and

“(2) to provide high quality professional development to teachers.

**“PART B—TRANSITION OF CAREER-CHANGING PROFESSIONALS TO TEACHING; TROOPS TO TEACHERS**

**“SEC. 2101. FINDINGS.**

“The Congress finds as follows:

“(1) School districts will need to hire more than 2,000,000 teachers during the first decade of the 21st century.

“(2) The need for teachers in the areas of math, science, foreign languages, special education, and bilingual education, and for teachers able to teach in high-poverty school districts, will be particularly high. To meet this need, talented Americans of all ages should be recruited to become successful, qualified teachers.

“(3) Nearly 13 percent of teachers of academic subjects have neither an undergraduate major nor minor in their main assignment fields. This problem is most acute in high-poverty local educational agencies, where the out-of-field teaching percentage is 22 percent.

“(4) The Third International Math and Science Study (TIMSS) ranked United States high school seniors last among 16 countries in physics and next to last in math. It is also evident, mainly from the TIMSS data, that based on academic scores, a stronger emphasis needs to be placed on the academic preparation of our children in math and science.

“(5) One-fourth of high-poverty local educational agencies find it very difficult to fill bilingual teaching positions, and nearly half of public school teachers have students in their classrooms for whom English is a second language.

“(6) Many career-changing professionals with strong content-area skills are interested in a teaching career, but they need assistance in getting the appropriate pedagogical training and classroom experience.

“(7) The teacher placement program known as the ‘troops-to-teachers program’, which was established by the Secretary of Defense and the Secretary of Transportation under section 1151 of title 10, United States Code, has been highly successful in securing high-quality teachers for teaching positions in high-poverty local educational agencies.

**“SEC. 2102. PURPOSE.**

“The purpose of this part is to address the need of local educational agencies that are high-poverty local educational agencies or low-performing local educational agencies for fully qualified teachers in particular subject areas, such as mathematics, science, foreign languages, bilingual education, and special education, by—

“(1) continuing and enhancing the troops-to-teachers program for recruiting and supporting the placement of former members of the Armed Forces as teachers in such local educational agencies; and

“(2) recruiting, preparing, placing, and supporting career-changing professionals who have knowledge and experience that will help them become such teachers.

**“SEC. 2103. CONTINUATION AND SUPPORT FOR TROOPS-TO-TEACHERS PROGRAM.**

“(a) CONTINUATION.—The Secretary may enter into a written agreement with the Secretary of Defense and the Secretary of Transportation, or take such other steps as the Secretary determines are appropriate, to ensure effective continuation of the troops-to-teachers program, notwithstanding the duration of the program specified in section 1151(c)(1)(A) of title 10, United States Code.

“(b) SUPPORT.—Before providing any assistance under section 2104 for a fiscal year, the Secretary shall first—

“(1) consult with the Secretary of Defense and the Secretary of Transportation regarding the appropriate amount of funding needed to continue and enhance the troops-to-teachers program; and

“(2) upon agreement, transfer that amount to the Secretary of Defense to carry out the troops-to-teachers program.

**“SEC. 2104. TRANSITION OF CAREER-CHANGING PROFESSIONALS TO TEACHING.**

“(a) AUTHORITY TO SUPPORT TRANSITION PROGRAMS.—The Secretary may use funds appropriated pursuant to the authorization of appropriations in section 2108 to award grants to, and enter into contracts or cooperative agreements with, institutions of higher education, including historically Black colleges and universities and Hispanic-serving institutions, and public and private nonprofit agencies or organizations to recruit, prepare, place, and support career-changing professionals as teachers in local educational agencies that are high-poverty local educational agencies or low-performing local educational agencies.

“(b) APPLICATION.—Each entity described in subsection (a) that desires assistance under subsection (a) shall submit an application to the Secretary containing such information as the Secretary may require, including—

“(1) a description of the target group of career-changing professionals upon which the applicant will focus in carrying out its program under this part, including a description of the characteristics of that target group that shows how the knowledge and experience of its members are relevant to meeting the purpose of this part;

“(2) a description of how the applicant will identify and recruit career-changing professionals for its program under this part;

“(3) a description of the training that career-changing professionals will receive in the program and how that training will relate to their certification as teachers;

“(4) a description of how the applicant will ensure that career-changing professionals are placed and teach in high-poverty local educational agencies or low-performing local educational agencies;

“(5) a description of the teacher induction services (which may be provided through existing induction programs) that the career-changing professionals in the program will receive throughout at least their first year of teaching;

“(6) a description of how the applicant will collaborate, as needed, with other institutions, agencies, or organizations to recruit, train, place, and support career-changing professionals under this part, including evidence of the commitment of those institutions, agencies, or organizations to the applicant's program;

“(7) a description of how the applicant will evaluate the progress and effectiveness of its program, including—

“(A) the program's goals and objectives;

“(B) the performance indicators the applicant will use to measure the program's progress; and

“(C) the outcome measures that will be used to determine the program's effectiveness; and

“(8) an assurance that the applicant will provide to the Secretary such information as the Secretary determines necessary to determine the overall effectiveness of programs under this part.

**“SEC. 2105. USES OF FUNDS AND PERIOD OF SERVICE.**

“(a) AUTHORIZED ACTIVITIES.—Funds provided under section 2104 may be used for—

“(1) recruiting career-changing professionals, including informing them of opportunities under the program and putting them in contact with other institutions, agencies, or organizations that would train, place, and support them;

“(2) training stipends and other financial incentives for career-changing professional in the program, such as moving expenses,

not to exceed \$5,000, in the aggregate, per participant;

“(3) assisting institutions of higher education or other providers of teacher training to tailor their training to meet the particular needs of career-changing professionals;

“(4) placement activities, including identifying high-poverty, low-performing local educational agencies with needs for the particular skills and characteristics of the newly trained career-changing professionals and assisting those persons to obtain employment in those local educational agencies; and

“(5) post-placement induction or support activities.

“(b) PERIOD OF SERVICE.—A career-changing professional selected to participate in a program under this part who completes his or her training shall serve in a high-poverty local educational agency or a low-performing local educational agency for at least three years.

“(c) REPAYMENT.—The Secretary shall establish such requirements as the Secretary determines appropriate to ensure that career-changing professionals who receive a training stipend or other financial incentive under subsection (a)(2), but who fail to complete their service obligation under subsection (b), repay all or a portion of such stipend or other incentive.

**“SEC. 2106. EQUITABLE DISTRIBUTION.**

“To the extent practicable, the Secretary shall make awards and enter into contracts and cooperative agreements under section 2104 to support teacher placement programs for career-changing professionals in different geographic regions of the United States.

**“SEC. 2107. AUTHORIZATION OF APPROPRIATIONS.**

“For the purpose of carrying out this part, there is authorized to be appropriated to the Secretary \$18,000,000 for each of fiscal years 2001 through 2005.

**“PART C—CLASS SIZE REDUCTION**

**“SEC. 2201. FINDINGS.**

“The Congress finds as follows:

“(1) Rigorous research has shown that students attending small classes in the early grades make more rapid educational progress than students in larger classes, and that these achievement gains persist through at least the elementary grades.

“(2) The benefits of smaller classes are greatest for lower achieving, minority, poor, and inner-city children. One study found that urban fourth-graders in smaller-than-average classes were 3/4 of a school year ahead of their counterparts in larger-than-average classes.

“(3) Teachers in small classes can provide students with more individualized attention, spend more time on instruction and lesson other tasks, cover more material effectively, and are better able to work with parents to further their children's education.

“(4) Smaller classes allow teachers to identify and work more effectively with students who have learning disabilities and, potentially, can reduce those students' need for special education services in the later grades.

“(5) Students in smaller classes are able to become more actively engaged in learning than their peers in large classes.

“(6) Efforts to improve educational achievement by reducing class sizes in the early grades are likely to be more successful if—

“(A) well-prepared teachers are hired and appropriately assigned to fill additional classroom positions; and

“(B) teachers receive intensive, continuing training in working effectively in smaller classroom settings.

“(7) Several States have begun a serious effort to reduce class sizes in the early elemen-

tary grades, but these actions may be impeded by financial limitations or difficulties in hiring well-prepared teachers.

“(8) The Federal Government can assist in this effort by providing funding for class-size reductions in grades 1 through 3, and by helping to ensure that the new teachers brought into the classroom are well prepared.

**“SEC. 2202. PURPOSE.**

“The purpose of this part is to help States and local educational agencies recruit, train, and hire 100,000 additional fully qualified teachers over a 7-year period in order to—

“(1) reduce class sizes nationally, in grades 1 through 3, to an average of 18 students per classroom; and

“(2) improve teaching in the early grades so that all students can learn to read independently and well by the end of the third grade.

**“SEC. 2203. PROGRAM AUTHORIZED.**

“(a) AUTHORIZATION OF APPROPRIATIONS.—For the purpose of carrying out this part, there are authorized to be appropriated, \$1,500,000,000 for fiscal year 2000, \$1,800,000,000 for fiscal year 2001, \$2,100,000,000 for fiscal year 2002, \$2,400,000,000 for fiscal year 2003, \$2,700,000,000 for fiscal year 2004, and \$3,000,000,000 for fiscal year 2005.

“(b) ALLOTMENTS.—From the amount appropriated under subsection (a) for a fiscal year, the Secretary—

“(1) shall make a total of 1 percent available to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities that meet the purpose of this part; and

“(2) shall allot to each State the same percentage of the remaining funds as the percentage it received of funds allocated to States for the previous fiscal year under section 1122 or section 2011(c) (or, as applicable, section 2202(b) (as in effect on the day before the date of the enactment of the Smart Classrooms Act)), whichever percentage is greater, except that such allotments shall be ratably decreased as necessary.

“(c) WITHIN-STATE DISTRIBUTION.—

“(1) IN GENERAL.—Each State that receives an allotment under this section shall distribute the amount of the allotted funds that remain after using funds in accordance with subsection (b)(3) to local educational agencies in the State, of which—

“(A) 80 percent of such remainder shall be allocated to such local educational agencies in proportion to the relative number of children, aged 5 to 17, who reside in the jurisdiction served by such local educational agency and are from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) applicable to a family of the size involved) for the most recent fiscal year for which satisfactory data is available compared to the number of such individuals who reside in the jurisdictions served by all the local educational agencies in the State for that fiscal year; and

“(B) 20 percent of such remainder shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary schools and secondary schools in the jurisdictions within the boundaries of such agencies.

“(2) AWARD RULE.—Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new teacher in that agency, the State shall not make the award unless—

“(A) the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size;

“(B) the local educational agency agrees to supplement the award with non-Federal funds sufficient to pay the cost of hiring a teacher; or

“(C) the local educational agency agrees to use the funds for professional development related to teaching smaller classes.

**“SEC. 2204. USE OF FUNDS.**

“(a) IN GENERAL.—Each local educational agency that receives funds under this part shall use such funds to carry out effective approaches to reducing class size with fully qualified teachers to improve educational achievement for both regular and special-needs children, with particular consideration given to reducing class size in the early elementary grades for which research has shown class size reduction is most effective.

“(b) CLASS REDUCTION.—

“(1) IN GENERAL.—Each such local educational agency may pursue the goal of reducing class size through—

“(A) recruiting, hiring, and training fully qualified regular and special education teachers and teachers of special-needs children;

“(B) testing new teachers for academic content knowledge, and to meet the State qualifications and licensing criteria in the areas in which they teach; and

“(C) providing professional development to teachers, including special education teachers and teachers of special-needs children.

“(2) RESTRICTION(S).—A local educational agency may use not more than a total of 15 percent of the funds received under this part for each of the fiscal years 2000 through 2005, to carry out activities described in subparagraphs (B) and (C) of section 2204(b)(1).

“(3) SPECIAL RULE.—A local educational agency that has already reduced class size in the early grades to 18 or fewer children may use funds received under this part—

“(A) to make further class-size reductions in grades 1 through 3;

“(B) to reduce class size in kindergarten or other grades; or

“(C) to carry out activities to improve teacher quality, including providing—

“(i) professional development;

“(ii) financial incentives to new or veteran fully qualified teachers to join the instructional staff of schools in which at least 50 percent of the students are from low-income families; and

“(iii) financial incentives to fully qualified teachers who are currently teaching in schools in which at least 50 percent of the students are from low-income families.

“(4) RECRUITMENT.—In order to ensure that it hires only fully qualified teachers, a local educational agency that is having difficulty recruiting such teachers to teach in its schools may use funds under this part to recruit such teachers through the use of incentives such as training stipends and scholarships, signing bonuses, and other inducements.

“(5) EXISTING PROGRAMS.—A local educational agency that, prior to enactment of this part, is implementing a program to reduce average class size in the early grades to not more than 20 children may use funds under this part, in accordance with its terms, as if that local educational agency's preexisting average class size goal were the goal of 18 or fewer children.

“(c) SUPPLEMENT NOT SUPPLANT.—A local educational agency shall use funds under this part only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this part.

“(d) PROFESSIONAL DEVELOPMENT.—If a local educational agency uses funds made available under this part for professional development activities, the agency shall ensure the equitable participation of private

nonprofit elementary and secondary schools in such activities. Sections 14503 through 14506 shall not apply to other activities under this section.

“(e) ADMINISTRATIVE EXPENSES.—A local educational agency that receives funds under this part may use not more than 3 percent of such funds for local administrative expenses.

“(f) CONSORTIA REQUIREMENT.—Notwithstanding subsection (b)(3), if a local educational agency has already reduced class size in the early grades to 18 or fewer children and intends to use funds provided under this section to carry out professional development activities, including activities to improve teacher quality, then the State shall make the award under subsection (b) to the local educational agency without requiring the formation of a consortium.

#### “SEC. 2205. COST-SHARING REQUIREMENT.

“(a) FEDERAL SHARE.—The Federal share of the cost of activities carried out under this part—

“(1) may be up to 100 percent in local educational agencies with child-poverty levels of 50 percent or greater; and

“(2) shall be no more than 65 percent for local educational agencies with child-poverty rates of less than 50 percent.

“(b) LOCAL SHARE.—A local educational agency shall provide the non-Federal share of a project under this part through cash expenditures from non-Federal sources, except that if an agency has allocated funds under section 1113(c) to one or more schoolwide programs under section 1114, it may use those funds for the non-Federal share of activities under this program that benefit those schoolwide programs, to the extent consistent with section 1120A(c) and notwithstanding section 1114(a)(3)(B).

#### “SEC. 2206. REQUEST FOR FUNDS.

“In order for a local educational agency to receive funds under this part, the local educational agency shall include in the application submitted under section 2017 a request for such funds and a description of the agency's program under this part to reduce class size by hiring additional fully qualified teachers.

#### “SEC. 2207. REPORTS.

“Each State educational agency receiving funds under this part shall report on activities in the State under this section as a part of its report under section 2014.”

(b) NATIONAL WRITING PROJECT; SABBATICAL LEAVE FOR PROFESSIONAL DEVELOPMENT; GENERAL PROVISIONS.—Title II of such Act is amended by striking part E and inserting the following:

### “PART E—NATIONAL WRITING PROJECT

#### “SEC. 2301. FINDINGS AND PURPOSES.

“(a) FINDINGS.—Congress finds that—

“(1) the United States faces a continuing crisis in writing in schools and in the workplace;

“(2) the writing problem has been magnified by the rapidly changing student population, the growing number of at-risk students due to limited English proficiency, the shortage of adequately trained teachers, and the specialized knowledge required of teachers to teach students with special needs who are now part of mainstream classrooms;

“(3) nationwide reports from universities and colleges show that entering students are unable to meet the demands of college level writing, almost all 2-year institutions of higher education offer remedial writing courses, and three-quarters of public 4-year institutions of higher education and half of all private 4-year institutions of higher education must provide remedial courses in writing;

“(4) American businesses and corporations are concerned about the limited writing skills of both entry-level workers and execu-

tives whose promotions are denied due to inadequate writing abilities;

“(5) writing is fundamental to learning, including learning to read, yet writing has been neglected historically in schools and in teacher training institutions;

“(6) writing is a central feature in State and school district education standards in all disciplines;

“(7) since 1973, the only national program to address the writing problem in the Nation's schools has been the National Writing Project, a network of collaborative university-school programs the goals of which are to improve student achievement in writing and student learning through improving the teaching and uses of writing at all grade levels and in all disciplines;

“(8) the National Writing Project is a nationally recognized and honored nonprofit organization that improves the quality of teaching and teachers through developing teacher leaders who teach other teachers in summer and school year programs;

“(9) evaluations of the National Writing Project document the positive impact the project has had on improving the teaching of writing, student performance in writing, and student learning;

“(10) the National Writing Project has become a model for programs to improve teaching in such other fields as mathematics, science, history, reading and literature, performing arts and foreign languages;

“(11) each year over 150,000 participants benefit from National Writing Project programs in 1 of 156 United States sites located in 46 States and the Commonwealth of Puerto Rico; and

“(12) the National Writing Project is a cost-effective program and leverages over 6 dollars for every 1 Federal dollar.

“(b) PURPOSE.—It is the purpose of this part—

“(1) to support and promote the expansion of the National Writing Project network of sites so that teachers in every region of the United States will have access to a National Writing Project program;

“(2) to ensure the consistent high quality of the sites through ongoing review, evaluation and technical assistance;

“(3) to support and promote the establishment of programs to disseminate effective practices and research findings about the teaching of writing; and

“(4) to coordinate activities assisted under this part with activities assisted under this Act.

#### “SEC. 2302. AUTHORIZATION.

“(a) AUTHORIZATION.—The Secretary is authorized to make a grant to the National Writing Project (hereafter in this section referred to as the ‘grantee’), a nonprofit educational organization that has as its primary purpose the improvement of the quality of student writing and learning, to improve the teaching and uses of writing to learn in our Nation's classrooms.

“(b) REQUIREMENTS OF GRANT.—The grant shall provide that—

“(1) the grantee will enter into contracts with institutions of higher education or other nonprofit educational providers (hereafter in this section referred to as ‘contractors’) under which the contractors will agree to establish, operate, and provide the non-Federal share of the cost of teacher training programs in effective approaches and processes for the teaching of writing;

“(2) funds made available by the Secretary to the grantee pursuant to any contract entered into under this section will be used to pay the Federal share of the cost of establishing and operating teacher training programs as provided in paragraph (1); and

“(3) the grantee will meet such other conditions and standards as the Secretary deter-

mines to be necessary to assure compliance with the provisions of this section and will provide such technical assistance as may be necessary to carry out the provisions of this section.

“(c) TEACHER TRAINING PROGRAMS.—The teacher training programs authorized in subsection (a) shall—

“(1) be conducted during the school year and during the summer months;

“(2) train teachers who teach grades kindergarten through college;

“(3) select teachers to become members of a National Writing Project teacher network whose members will conduct writing workshops for other teachers in the area served by each National Writing Project site; and

“(4) encourage teachers from all disciplines to participate in such teacher training programs.

“(d) FEDERAL SHARE.—

“(1) IN GENERAL.—Except as provided in paragraph (2) or (3) and for purposes of subsection (a), the term ‘Federal share’ means, with respect to the costs of teacher training programs authorized in subsection (a), 50 percent of such costs to the contractor.

“(2) WAIVER.—The Secretary may waive the provisions of paragraph (1) on a case-by-case basis if the National Advisory Board described in subsection (e) determines, on the basis of financial need, that such waiver is necessary.

“(3) MAXIMUM.—The Federal share of the costs of teacher training programs conducted pursuant to subsection (a) may not exceed \$100,000 for any one contractor, or \$200,000 for a statewide program administered by any one contractor in at least five sites throughout the State.

“(e) NATIONAL ADVISORY BOARD.—

“(1) ESTABLISHMENT.—The National Writing Project shall establish and operate a National Advisory Board.

“(2) COMPOSITION.—The National Advisory Board established pursuant to paragraph (1) shall consist of—

“(A) national educational leaders;

“(B) leaders in the field of writing; and

“(C) such other individuals as the National Writing Project deems necessary.

“(3) DUTIES.—The National Advisory Board established pursuant to paragraph (1) shall—

“(A) advise the National Writing Project on national issues related to student writing and the teaching of writing;

“(B) review the activities and programs of the National Writing Project; and

“(C) support the continued development of the National Writing Project.

“(f) EVALUATION.—

“(1) IN GENERAL.—The Secretary shall conduct an independent evaluation by grant or contract of the teacher training programs administered pursuant to this Act in accordance with section 14701. Such evaluation shall specify the amount of funds expended by the National Writing Project and each contractor receiving assistance under this section for administrative costs. The results of such evaluation shall be made available to the appropriate committees of the Congress.

“(2) FUNDING LIMITATION.—The Secretary shall reserve not more than \$150,000 from the total amount appropriated pursuant to the authority of subsection (h) for fiscal year 1994 and the four succeeding fiscal years to conduct the evaluation described in paragraph (1).

“(g) APPLICATION REVIEW.—

“(1) REVIEW BOARD.—The National Writing Project shall establish and operate a National Review Board that shall consist of—

“(A) leaders in the field of research in writing; and

“(B) such other individuals as the National Writing Project deems necessary.

“(2) DUTIES.—The National Review Board shall—

“(A) review all applications for assistance under this subsection; and

“(B) recommend applications for assistance under this subsection for funding by the National Writing Project.

“(h) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated for the grant to the National Writing Project, \$15,000,000 for fiscal year 2000 and such sums as may be necessary for each of fiscal years 2001 through 2004.

# **“PART F—SABBATICAL LEAVE FOR PROFESSIONAL DEVELOPMENT**

## **“SEC. 2351. GRANTS FOR SALARY DURING SABBATICAL LEAVE.**

“(a) PROGRAM AUTHORIZED.—The Secretary may make grants to State educational agencies and local educational agencies to pay such agencies for one-half of the amount of the salary that otherwise would be earned by an eligible teacher described in subsection (b), if, in lieu of fulfilling the teacher's ordinary teaching assignment, the teacher completes a course of study described in subsection (c) during a sabbatical term described in subsection (d).

“(b) ELIGIBLE TEACHERS.—An eligible teacher described in this subsection is a teacher who—

“(1) has been employed for the 3 previous years by a local educational agency that is both a high-poverty local educational agency and a low-performing local educational agency;

“(2) has secured from such agency, and any other person or agency whose approval is required under State law, approval to take sabbatical leave for a sabbatical term described in subsection (d); and

“(3) has submitted to the agency an application for a subgrant at such time, in such manner, and containing such information as the agency may require, including—

“(A) written proof—

“(i) of the approval described in paragraph (2); and

“(ii) of the teacher's having been accepted for enrollment in a course of study described in subsection (c); and

“(B) assurances that the teacher—

“(i) will notify the agency in writing within a reasonable time if the teacher terminates enrollment in the course of study described in subsection (c) for any reason;

“(ii) in the discretion of the agency, will reimburse to the agency some or all of the amount of the subgrant if the teacher fails to complete the course of study; and

“(iii) otherwise will provide the agency with proof of having completed such course of study not later than 60 days after such completion;

“(4) has agreed to continue teaching in the high-poverty, low-performing local educational agency for a period of 3 years following the sabbatical;

“(5) has agreed to collaborate with other teachers of the same subject in the local educational agency following the sabbatical to share the skills and knowledge obtained through the sabbatical; and

“(6) has been selected by the agency to receive a subgrant based on the agency's plan for meeting its classroom needs.

“(c) COURSE OF STUDY.—A course of study described in this subsection is a course of study at an institution of higher education that—

“(1) requires not less than one academic semester and not more than one academic year to complete;

“(2) is open for enrollment for professional development purposes to an eligible teacher described in subsection (b); and

“(3) is designed to improve the classroom teaching of such teachers through academic and child development studies.

“(d) SABBATICAL TERM.—A sabbatical term described in this subsection is a leave of ab-

sence from teaching duties granted to an eligible teacher for not less than one academic semester and not more than one academic year, during which period the teacher receives—

“(1) one-half of the amount of the salary that otherwise would be earned by the teacher, if the teacher had not been granted a leave of absence, from State or local funds made available by a State educational agency or a local educational agency; and

“(2) one-half of such amount from Federal funds received by such agency through a grant under this section.

“(e) PAYMENTS.—

“(1) TO ELIGIBLE TEACHERS.—In making a subgrant to an eligible teacher under this section, a State educational agency or a local educational agency shall agree to pay the teacher, for tax and administrative purposes, as if the teacher's regular employment and teaching duties had not been suspended.

“(2) REPAYMENT OF SECRETARY.—A State educational agency or a local educational agency receiving a grant under this section shall agree to pay over to the Secretary the Federal share of any amount recovered by the agency pursuant to subsection (b)(3)(B)(ii).

“(f) FUNDING.—For the purpose of carrying out this section, there are authorized to be appropriated \$20,000,000 for fiscal year 2000 and such sums as may be necessary for fiscal years 2001 through 2004.

# **“PART G—IMPROVING SPECIAL EDUCATION QUALITY**

## **“SEC. 2401. SPECIAL EDUCATION TEACHER IMPROVEMENT.**

“(a) PURPOSE.—The purpose of this section is to provide assistance through part D of the Individuals with Disabilities Education Act (20 U.S.C. 1451 et seq.) to improve the quality of instruction provided by special education teachers and the instructional strategies of other elementary and secondary school teachers who provide education to children with disabilities.

“(b) GRANTS TO LOCAL EDUCATIONAL AGENCIES.—The Secretary shall make grants to local educational agencies and the outlying areas, and provide funds to the Secretary of the Interior, based on the number of children with disabilities who are receiving special education and related services, for the purpose of providing additional funds to carry out—

“(1) subpart 1 of part D of the Individuals with Disabilities Education Act (20 U.S.C. 1451 et seq.); and

“(2) section 673 of such Act (20 U.S.C. 1473).

“(c) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section \$500,000,000 for each of fiscal years 2000 through 2004.

“(d) DEFINITIONS.—The terms used in this section shall have the meaning given such terms in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401).

# **“PART H—GENERAL PROVISIONS**

## **“SEC. 2451. PERFORMANCE INDICATORS.**

“(a) MINIMUM INDICATORS.—At a minimum, the indicators of program performance under this title, against which recipients of funds under this title shall report their progress in such manner as the Secretary may determine, are the following:

“(1) Improvement in student achievement.

“(2) Closing of the achievement gap between groups of students.

“(3) An increase in the percentage of fully qualified teachers, including teachers from minority and other historically underrepresented groups.

“(4) An equalization, between high- and low-poverty schools in a local educational agency, of classes in core academic areas taught by fully qualified teachers.

“(5) An increase in the percentage of new teachers receiving support during their first 3 years of teaching.

“(6) An increase in the percentage of teachers participating in high-quality professional development.

“(7) An increase in the percentage of paraprofessionals enrolled in certification programs.

“(8) A decrease in the average class size.

## **“SEC. 2452. DEFINITIONS.**

“As used in this title:

“(1) CAREER-CHANGING PROFESSIONAL.—The term ‘career-changing professional’ means a person who—

“(A) holds at least a baccalaureate degree;

“(B) demonstrates a commitment to changing the person's current professional career and becoming a teacher; and

“(C) has knowledge and experience that is relevant to teaching a high-need subject area in a high-poverty local educational agency.

“(2) CORE ACADEMIC SUBJECTS.—The term ‘core academic subjects’ means—

“(A) mathematics;

“(B) science;

“(C) reading (or language arts) and English;

“(D) social studies (history, civics/government, geography, and economics);

“(E) foreign languages; and

“(F) fine arts (music, dance, drama, and the visual arts).

“(3) ELIGIBLE RURAL LOCAL EDUCATIONAL AGENCY.—The term ‘eligible rural local educational agency’ means a local educational agency—

“(A) that is not located in a metropolitan statistical area, as defined by the Census Bureau; and

“(B) in which 20 percent or more of the children, aged 5 to 17, served by such agency are from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available.

“(4) FULLY QUALIFIED.—The term ‘fully qualified’—

“(A) when used with respect to an elementary or secondary school teacher, means that the teacher has obtained certification or passed the State licensing exam and holds a license; and

“(B) when used with respect to—

“(i) an elementary school teacher, means that the teacher holds a bachelor's degree and demonstrates general knowledge, teaching skill, and subject matter knowledge required to teach at the elementary school level the academic subjects described in subparagraphs (A) through (D) of paragraph (2); or

“(ii) a middle or secondary school teacher, means that the teacher holds a bachelor's degree and demonstrates a high level of competency in all subject areas in which he or she teaches through—

“(I) a high level of performance on a rigorous academic subject area test; or

“(II) completion of an academic major in each of the subject areas in which he or she provides instruction.

“(5) HIGH-POVERTY LOCAL EDUCATIONAL AGENCY.—The term ‘high-poverty local educational agency’ means a local educational agency in which—

“(A) the percentage of children, ages 5 to 17, from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for

which satisfactory data are available is 33 percent or greater; or

“(B) the number of such children exceeds 10,000.

“(6) HOLOCAUST EDUCATOR.—The term ‘Holocaust educator’ means a school, Holocaust education center, or any other person or entity providing education about the Holocaust.

“(7) LOW-PERFORMING LOCAL EDUCATIONAL AGENCY.—The term ‘low-performing local educational agency’ means—

“(A) a local educational agency that includes a school identified by the agency for school improvement under section 1116(c); or

“(B) a local educational agency that includes a school in which at least 50 percent of the students fail to meet State student performance standards based on assessments the agency is using under part A of title I.

“(8) PROFESSIONAL DEVELOPMENT.—The term ‘professional development’ means sustained and intensive activities that improve teachers’ content knowledge and teaching skills and that—

“(A) enhance the ability of teachers to help all students, including females, minorities, children with disabilities, children with limited English proficiency and economically disadvantaged children, reach high State and local content and student performance standards;

“(B) advance teacher understanding of one or more of the core academic subject areas and effective instructional strategies for improving student achievement in those areas, including technology;

“(C) are directly related to the subject area in which the teacher provides instruction;

“(D) are of sufficient duration to have a positive and lasting impact on classroom instruction;

“(E) are an integral part of broader school and district-wide plans for raising student achievement to State and local standards;

“(F) are aligned with State content and student performance standards;

“(G) are based on the best available research on teaching and learning;

“(H) include professional development activities that involve collaborative groups of teachers and administrators from the same school or district, institutions of higher education, and, to the greatest extent possible, include follow-up and school-based support such as coaching or study groups; and

“(I) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student achievement, with the findings of such evaluations used to improve the quality of professional development.

“(9) TECHNOLOGY DEFICIENT.—The term ‘technology deficient’, when used with respect to a local educational agency or a school, means that the agency or school does not possess the equipment, networking, or skills to use technology to enhance teaching and learning.

“(10) TECHNOLOGY PROFICIENT.—The term ‘technology proficient’, when used with respect to a local educational agency or a school, means that the agency or school possesses the equipment, networking, and skills to use technology to enhance teaching and learning.

“(11) TROOPS-TO-TEACHERS PROGRAM.—The term ‘troops-to-teachers program’ means the teachers and teachers’ aide placement program for separated members of the Armed Forces that was established by the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, under section 1151 of title 10, United States Code.

“(12) UNQUALIFIED TEACHER.—The term ‘unqualified teacher’ means a teacher who is not fully qualified.”.

(c) CONFORMING AMENDMENTS.—

(1) NATIONAL WRITING PROJECT.—Part K of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8331 et seq.) is repealed.

(2) REFERENCE TO NATIONAL CLEARINGHOUSE FOR MATHEMATICS AND SCIENCE EDUCATION.—Section 13302(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8672(1)) is amended by striking “2102(b)” and inserting “2032(b)”.

(3) DEFINITION OF COVERED PROGRAM.—Section 14101(10)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(10)(C)) is amended by striking “(other than section 2103 and part D)” and inserting “(other than subpart 3 of part A)”.

(4) PRIVATE SCHOOL PARTICIPATION.—Section 14503(b)(1)(B) (20 U.S.C. 8893(b)(1)(B)) of such Act is amended by striking “(other than section 2103 and part D of such title)”.

### SEC. 3. READING EXCELLENCE ACT.

Section 2260(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6661i(a)) is amended by adding at the end the following:

“(3) FISCAL YEARS 2001 TO 2004.—There are authorized to be appropriated to carry out this part \$286,000,000 for fiscal year 2001 and such sums as may be necessary for fiscal years 2002 through 2004.”.

It was decided in the { Yeas ..... 207  
negative ..... Nays ..... 217

181.28

[Roll No. 319]

AYES—207

Abercrombie	Etheridge	McCarthy (NY)
Ackerman	Evans	McGovern
Allen	Farr	McHugh
Andrews	Fattah	McIntyre
Baird	Filner	McKinney
Baldacci	Forbes	McNulty
Baldwin	Ford	Meehan
Barcia	Frank (MA)	Meek (FL)
Barrett (WI)	Frost	Meeks (NY)
Becerra	Gejdenson	Menendez
Bentsen	Gephardt	Millender-
Berkley	Gonzalez	McDonald
Berman	Gordon	Miller, George
Berry	Green (TX)	Minge
Bilbray	Gutierrez	Mink
Bishop	Hall (OH)	Moakley
Blagojevich	Hastings (FL)	Mollohan
Blumenauer	Hill (IN)	Moore
Bonior	Hilliard	Moran (VA)
Borski	Hinojosa	Morella
Boswell	Hoeffel	Murtha
Boucher	Holt	Nadler
Boyd	Hooley	Napolitano
Brady (PA)	Hoyer	Neal
Brown (FL)	Inslee	Oberstar
Brown (OH)	Jackson (IL)	Obey
Capps	Jackson-Lee	Oliver
Capuano	(TX)	Ortiz
Cardin	Jefferson	Owens
Carson	John	Pallone
Clay	Johnson, E. B.	Pascarell
Clayton	Jones (OH)	Pastor
Clement	Kanjorski	Payne
Clyburn	Kaptur	Pelosi
Condit	Kildee	Peterson (MN)
Conyers	Kilpatrick	Phelps
Costello	Kind (WI)	Pickett
Coyne	Kleczka	Pomeroy
Cramer	Klink	Price (NC)
Crowley	Kucinich	Rahall
Cummings	LaFalce	Rangel
Danner	Lampson	Reyes
Davis (FL)	Lantos	Rivers
Davis (IL)	Larson	Rodriguez
DeFazio	Lee	Roemer
DeGette	Levin	Rothman
Delahunt	Lipinski	Roybal-Allard
DeLauro	Lofgren	Rush
Deutsch	Lowe	Sabo
Dicks	Lucas (KY)	Sanchez
Dingell	Luther	Sanders
Dixon	Maloney (CT)	Sandlin
Doggett	Maloney (NY)	Sawyer
Dooley	Markey	Schakowsky
Doyle	Martinez	Scott
Edwards	Mascara	Serrano
Engel	Matsui	Sherman
Eshoo	McCarthy (MO)	Shows

Sisisky  
Skelton  
Slaughter  
Smith (WA)  
Snyder  
Spratt  
Stabenow  
Stenholm  
Strickland  
Stupak  
Tanner  
Tauscher

Taylor (MS)  
Thompson (CA)  
Thompson (MS)  
Thurman  
Tierney  
Towns  
Traficant  
Turner  
Udall (CO)  
Udall (NM)  
Velazquez  
Vento

Visclosky  
Waters  
Watt (NC)  
Waxman  
Weiner  
Wexler  
Weygand  
Wise  
Woolsey  
Wu  
Wynn

NOES—217

Aderholt	Gilman	Pease
Archer	Goode	Petri
Armey	Goodlatte	Pickering
Bachus	Goodling	Pitts
Baker	Goss	Pombo
Ballenger	Graham	Porter
Barr	Granger	Portman
Barrett (NE)	Green (WI)	Pryce (OH)
Bartlett	Greenwood	Quinn
Barton	Gutknecht	Radanovich
Bass	Hall (TX)	Ramstad
Bateman	Hansen	Regula
Bereuter	Hastings (WA)	Reynolds
Biggert	Hayes	Riley
Bilirakis	Hayworth	Rogan
Bliley	Hefley	Rogers
Blunt	Herger	Rohrabacher
Boehlert	Hill (MT)	Ros-Lehtinen
Boehner	Hilleary	Roukema
Bonilla	Hobson	Royce
Bono	Hoekstra	Ryan (WI)
Brady (TX)	Horn	Ryun (KS)
Bryant	Hostettler	Salmon
Burr	Houghton	Sanford
Burton	Hulshof	Saxton
Buyer	Hunter	Scarborough
Callahan	Hutchinson	Schaffer
Calvert	Hyde	Sensenbrenner
Camp	Isakson	Sessions
Campbell	Istook	Shadegg
Canady	Jenkins	Shaw
Cannon	Johnson (CT)	Shays
Castle	Johnson, Sam	Sherwood
Chabot	Jones (NC)	Shimkus
Chambliss	Kasich	Shuster
Chenoweth	Kelly	Simpson
Coble	King (NY)	Skeen
Coburn	Kingston	Smith (MI)
Collins	Knollenberg	Smith (NJ)
Combest	Kolbe	Smith (TX)
Cook	Kuykendall	Souder
Cooksey	LaHood	Spence
Cox	Largent	Stearns
Crane	Latham	Stump
Cubin	LaTourette	Sununu
Cunningham	Lazio	Sweeney
Davis (VA)	Leach	Talent
Deal	Lewis (CA)	Tancredo
DeLay	Lewis (KY)	Tauzin
DeMint	Linder	Taylor (NC)
Diaz-Balart	LoBiondo	Terry
Dickey	Lucas (OK)	Thomas
Doolittle	Manzullo	Thornberry
Dreier	McCollum	Thune
Duncan	McCrery	Tiahrt
Dunn	McInnis	Toomey
Ehlers	McIntosh	Upton
Ehrlich	McKeon	Vitter
Emerson	Metcalf	Walden
Everett	Mica	Walsh
Ewing	Miller (FL)	Wamp
Fletcher	Miller, Gary	Watkins
Foley	Moran (KS)	Watts (OK)
Fossella	Myrick	Weldon (FL)
Fowler	Nethercutt	Weldon (PA)
Franks (NJ)	Ney	Weller
Frelinghuysen	Northup	Whitfield
Gallegly	Norwood	Wicker
Ganske	Nussle	Wilson
Gekas	Ose	Wolf
Gibbons	Oxley	Young (AK)
Gilchrest	Packard	
Gillmor	Paul	

NOT VOTING—9

English	Kennedy	Peterson (PA)
Hinchey	Lewis (GA)	Stark
Holden	McDermott	Young (FL)

So the amendment was not agreed to.

The SPEAKER pro tempore, Mr. PEASE, assumed the Chair.

When Mr. GIBBONS, Acting Chairman, pursuant to House Resolution 253, reported the bill back to the House

with an amendment adopted by the Committee.

The previous question having been ordered by said resolution.

The following amendment, reported from the Committee of the Whole House on the state of the Union, was agreed to:

Strike out all after the enacting clause and insert:

**SECTION 1. SHORT TITLE.**

This Act may be cited as the "Teacher Empowerment Act".

**SEC. 2. TEACHER EMPOWERMENT.**

(a) IN GENERAL.—Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended—

(1) by striking the heading for title II and inserting the following:

**"TITLE II—TEACHER QUALITY";**

(2) by repealing sections 2001 through 2003; and

(3) by amending part A to read as follows:

**"PART A—TEACHER EMPOWERMENT"**

**"SEC. 2001. PURPOSE.**

"The purpose of this part is to provide grants to States and local educational agencies in order to assist their efforts to increase student academic achievement through such strategies as improving teacher quality.

**"Subpart 1—Grants to States**

**"SEC. 2011. FORMULA GRANTS TO STATES.**

"(a) IN GENERAL.—In the case of each State that in accordance with section 2013 submits to the Secretary an application for a fiscal year, the Secretary shall make a grant for the year to the State for the uses specified in section 2012. The grant shall consist of the allotment determined for the State under subsection (b).

"(b) DETERMINATION OF AMOUNT OF ALLOTMENT.—

"(1) RESERVATION OF FUNDS.—From the amount made available to carry out this subpart for any fiscal year, the Secretary shall reserve—

"(A)  $\frac{1}{2}$  of 1 percent for allotments for the Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, to be distributed among these outlying areas on the basis of their relative need, as determined by the Secretary in accordance with the purpose of this part; and

"(B)  $\frac{1}{2}$  of 1 percent for the Secretary of the Interior for programs under this part for professional development activities for teachers, other staff, and administrators in schools operated or funded by the Bureau of Indian Affairs.

"(2) STATE ALLOTMENTS.—

"(A) HOLD HARMLESS.—

"(i) IN GENERAL.—Subject to subparagraph (B), from the total amount made available to carry out this subpart for any fiscal year and not reserved under paragraph (1), the Secretary shall allot to each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico an amount equal to the total amount that such State received for fiscal year 1999 under—

"(I) section 2202(b) of this Act (as in effect on the day before the date of the enactment of the Teacher Empowerment Act);

"(II) section 307 of the Department of Education Appropriations Act, 1999; and

"(III) section 304(b) of the Goals 2000: Educate America Act.

"(ii) NONPARTICIPATING STATES.—In the case of a State that did not receive any funds for fiscal year 1999 under one or more of the provisions referred to in subclauses (I) through (III) of clause (i), the amount allotted to the State under such clause shall be the total amount that the State would have

received for fiscal year 1999 if it had elected to participate in all of the programs for which it was eligible under each of the provisions referred to in such subclauses.

"(iii) RATABLE REDUCTION.—If the total amount made available to carry out this subpart for any fiscal year and not reserved under paragraph (1) is insufficient to pay the full amounts that all States are eligible to receive under clause (i) for any fiscal year, the Secretary shall ratably reduce such amounts for such fiscal year.

"(B) ALLOTMENT OF ADDITIONAL FUNDS.—

"(i) IN GENERAL.—Subject to clause (ii), for any fiscal year for which the total amount made available to carry out this subpart and not reserved under paragraph (1) exceeds the total amount made available to the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico for fiscal year 1999 under the authorities described in subparagraph (A)(i), the Secretary shall allot such excess amount as follows:

"(I) 50 percent of such excess amount shall be allotted among such States on the basis of their relative populations of individuals aged 5 through 17, as determined by the Secretary on the basis of the most recent satisfactory data.

"(II) 50 percent of such excess amount shall be allotted among such States in proportion to the number of children, aged 5 to 17, who reside within the State from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available, compared to the number of such individuals who reside in all such States for that fiscal year.

"(ii) EXCEPTION.—No State receiving an allotment under clause (i) may receive less than  $\frac{1}{2}$  of 1 percent of the total excess amount allotted under clause (i).

"(3) REALLOTMENT.—If any State does not apply for an allotment under this subsection for any fiscal year, the Secretary shall reallocate such amount to the remaining States in accordance with this subsection.

**"SEC. 2012. WITHIN-STATE ALLOCATIONS.**

"(a) USE OF FUNDS.—Each State receiving a grant under this subpart shall use the funds provided under the grant in accordance with this section to carry out activities for the improvement of teaching and learning.

"(b) REQUIRED AND AUTHORIZED EXPENDITURES.—

"(1) REQUIRED EXPENDITURES.—The Secretary may make a grant to a State under this subpart only if the State agrees to expend at least 95 percent of the amount of the funds provided under the grant for the purpose of making, in accordance with this part, subgrants to local educational agencies under subpart 3 and subgrants to eligible partnerships under subpart 2.

"(2) AUTHORIZED EXPENDITURES.—A State that receives a grant under this subpart may expend not more than 5 percent of the amount of the funds provided under the grant for one or more of the authorized State activities described in subsection (d) (of which percent, the State may use up to 5 percent for planning and administration related to carrying out such activities and making subgrants to local educational agencies under subpart 3).

"(c) DISTRIBUTION OF SUBGRANTS.—

"(1) FORMULA FOR 80 PERCENT OF FUNDS.—

"(A) IN GENERAL.—A State receiving a grant under this subpart shall distribute 80 percent of the amount described in subsection (b)(1) through a formula under which—

"(i) 50 percent is allocated to local educational agencies in accordance with the rel-

ative enrollment in public and private non-profit elementary and secondary schools within the boundaries of such agencies; and

"(ii) 50 percent is allocated to local educational agencies in proportion to the number of children, aged 5 to 17, who reside within the geographic area served by such agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available, compared to the number of such individuals who reside in the geographic areas served by all the local educational agencies in the State for that fiscal year.

"(B) MINIMUM AMOUNT.—

"(i) IN GENERAL.—For any fiscal year for which a local educational agency would receive under subparagraph (A) an amount that is less than the total amount that the agency received for fiscal year 1999 under—

"(I) section 2203(1)(B) of this Act (as in effect on the day before the date of the enactment of the Teacher Empowerment Act); and

"(II) section 307 of the Department of Education Appropriations Act, 1999,

a State receiving a grant under this subpart shall ensure that the local educational agency receives under this paragraph an amount equal to such total amount.

"(ii) SOURCE OF FUNDS.—Notwithstanding paragraph (2), a State shall use such portion of the funds described in paragraph (2)(A) as may be necessary to pay to a local educational agency the difference between the agency's allotment under subparagraph (A) and the allotment to the agency required under clause (i).

"(2) DISTRIBUTION OF 20 PERCENT OF FUNDS.—

"(A) COMPETITIVE PROCESS.—Subject to subparagraph (C), a State receiving a grant under this subpart shall distribute 20 percent of the amount described in subsection (b)(1) (or such portion of such amount as remains after satisfaction of the requirements in subparagraphs (A) and (B)(ii) of paragraph (1)) through a competitive process that results in an equitable distribution by geographic area within the State.

"(B) PARTICIPANTS.—The competitive process under subparagraph (A) shall be open to local educational agencies and eligible partnerships (as defined in section 2021(d)), except that a State shall give priority to local educational agencies that focus on math, science, or reading professional development programs.

"(C) SUBGRANTS TO ELIGIBLE PARTNERSHIPS.—A State receiving a grant under this subpart shall expend at least 3 percent of the amount described in subparagraph (A) for the purpose of making subgrants to eligible partnerships under subpart 2.

"(d) AUTHORIZED STATE ACTIVITIES.—The authorized State activities referred to in subsection (b)(2) are the following:

"(1) Reforming teacher certification, recertification, or licensure requirements to ensure that—

"(A) teachers have the necessary teaching skills and academic content knowledge in the subject areas in which they are assigned to teach;

"(B) they are aligned with the State's challenging State content standards; and

"(C) teachers have the knowledge and skills necessary to help students meet challenging State student performance standards.

"(2) Carrying out programs that—

"(A) include support during the initial teaching experience, such as mentoring programs that—



“(i) provide mentoring to beginning teachers from veteran teachers with expertise in the same subject matter that the beginning teachers will be teaching;

“(ii) provide mentors time for activities such as coaching, observing, and assisting the teachers who are mentored; and

“(iii) use standards or assessments for guiding beginning teachers that are consistent with the State’s student performance standards and with the requirements for professional development activities under section 2033.

“(B) establish, expand, or improve alternative routes to State certification of teachers, especially in the areas of mathematics and science, for highly qualified individuals with a baccalaureate degree, including mid-career professionals from other occupations, paraprofessionals, former military personnel, and recent college or university graduates with records of academic distinction who demonstrate the potential to become highly effective teachers.

“(3) Developing and implementing effective mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified and effective teachers and principals.

“(4) Reforming tenure systems and implementing teacher testing and other procedures to expeditiously remove incompetent and ineffective teachers from the classroom.

“(5) Developing enhanced performance systems to measure the effectiveness of specific professional development programs and strategies.

“(6) Providing technical assistance to local educational agencies consistent with this part.

“(7) Funding projects to promote reciprocity of teacher certification or licensure between or among States, except that no reciprocity agreement developed under this paragraph or developed using funds provided under this part may lead to the weakening of any State teaching certification or licensing requirement.

“(8) Developing or assisting local educational agencies or eligible partnerships (as defined in section 2021(d)) in the development and utilization of proven, innovative strategies to deliver intensive professional development programs that are both cost-effective and easily accessible, such as through the use of technology and distance learning.

“(9) Providing assistance to local educational agencies and eligible partnerships (as defined in section 2021(d)) for the development and implementation of innovative professional development programs that train teachers to use technology to improve teaching and learning and are consistent with the requirements of section 2033.

“(e) COMPONENTS OF ALTERNATIVE ROUTES TO STATE CERTIFICATION PROGRAMS.—To the extent appropriate, programs under subsection (d)(2)(B) shall—

“(1) include strong academic and teaching-related course work that provides teachers with the subject matter and teaching knowledge needed to help students reach the States content standards;

“(2) provide intensive field experience in the form of an internship, or student teaching, under the direct daily supervision of an expert, veteran teacher; and

“(3) provide that, before entry into teaching, candidates must be fully qualified.

“(f) COORDINATION.—States receiving grants under section 202 of the Higher Education Act of 1965 shall coordinate the use of such funds with activities carried out under this section.

“(g) PUBLIC ACCOUNTABILITY.—

“(1) IN GENERAL.—A State that receives a grant under this subpart—

“(A) in the event the State provides public State report cards on education, shall in-

clude in such report cards information on the State’s progress with respect to—

“(i) subject to paragraph (2), improving student academic achievement, as defined by the State;

“(ii) closing academic achievement gaps, as defined by the State, between the groups described in paragraph (2)(A)(i);

“(iii) increasing the percentage of classes in core academic areas taught by fully qualified teachers; and

“(iv) reducing class size; or

“(B) in the event the State provides no such report card, shall publicly report the information described in subparagraph (A) through other means.

“(2) DISAGGREGATED DATA.—The information described in paragraph (1)(A)(i) and section 2013(b)(3)(A) shall be—

“(A) disaggregated—

“(i) by minority and non-minority status and by low-income and non-low-income status; and

“(ii) using assessments consistent with section 1111(b)(3); and

“(B) publicly reported in the form of disaggregated data only when such data are statistically sound.

#### “SEC. 2013. APPLICATIONS BY STATES.

“(a) IN GENERAL.—To be eligible to receive a grant under this subpart, a State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

“(b) CONTENTS.—Each application under this section shall include the following:

“(1) A description of how the State will ensure that a local educational agency receiving a subgrant under subpart 3 will comply with the requirements of such subpart, including the required use of funds for mathematics and science programs, professional development, and hiring teachers to reduce class size.

“(2) A plan to ensure all teachers within the State are fully qualified not later than December 31, 2003.

“(3) An assurance that the State will require each local educational agency and school receiving funds under this title to publicly report their annual progress on the agency’s and the school’s performance indicators in the following:

“(A) Subject to section 2012(f)(2), improving student academic achievement, as defined by the State.

“(B) Closing academic achievement gaps, as defined by the State, between the groups described in section 2012(f)(2)(A)(i).

“(C) Increasing the percentage of classes in core academic areas taught by fully qualified teachers.

“(4) A description of how the State will hold local educational agencies and schools accountable for making annual gains in meeting the performance indicators described in paragraph (3).

“(5) A description of how the State will coordinate professional development activities authorized under this part with professional development activities provided under other Federal, State, and local programs, including those authorized under title I, title III, title IV, part A of title VII, and (where applicable) the Individuals with Disabilities Education Act and the Carl D. Perkins Vocational and Technical Education Act. The application shall also describe the comprehensive strategy that the State will take as part of such coordination effort, to ensure that teachers are trained in the utilization of technology so that technology and its applications are effectively used in the classroom to improve teaching and learning in all curriculum and content areas, as appropriate.

“(6) A description of how the State will encourage the development of proven, innova-

tive strategies to deliver intensive professional development programs that are both cost-effective and easily accessible, such as through the use of technology and distance learning.

“(7) A description of how the State will ensure that local educational agencies will comply with the requirement under section 2033(b)(5), especially with respect to ensuring the participation of teachers and parents.

“(c) APPLICATION SUBMISSION.—A State application submitted to the Secretary under this section shall be approved by the Secretary unless the Secretary makes a written determination, within 90 days after receiving the application, that the application is in violation of the provisions of this Act.

#### “Subpart 2—Subgrants to Eligible Partnerships

##### “SEC. 2021. PARTNERSHIP GRANTS.

“(a) IN GENERAL.—From the amount described in section 2012(c)(2)(C), the State agency for higher education, working in conjunction with the State educational agency (if such agencies are separate), shall award grants on a competitive basis to eligible partnerships to enable such partnerships to carry out activities described in subsection (b). Such grants shall be equitably distributed by geographic area within the State. Not more than 5 percent of the amount made available to an agency to carry out this subpart may be used for planning and administration.

“(b) USE OF FUNDS.—A recipient of funds under this section shall use the funds for—

“(1) professional development activities in core academic subjects to ensure that teachers have content knowledge in the subjects they teach; and

“(2) developing and providing assistance to local educational agencies and the teachers, principals, and administrators, of public and private schools in each such agency, for sustained, high-quality professional development activities which—

“(A) ensure they are able to use State content standards, performance standards, and assessments to improve instructional practices and improve student achievement; and

“(B) may include intensive programs designed to prepare teachers who will return to their school to provide such instruction to other teachers within such school.

“(c) SPECIAL RULE.—No single participant in an eligible partnership may retain more than 50 percent of the funds made available to the partnership under this section.

“(d) ELIGIBLE PARTNERSHIPS.—As used in this section, the term ‘eligible partnerships’ means an entity that—

“(1) shall include—

“(A) a high-needed local educational agency;

“(B) a school of arts and sciences; and

“(C) an institution that prepares teachers; and

“(2) may include other local educational agencies, a public charter school, a public or private elementary or secondary school, an educational service agency, a public or private nonprofit educational organization, or a business.

“(e) COORDINATION.—Partnerships receiving grants under section 203 of the Higher Education Act of 1965 shall coordinate the use of such funds with any related activities carried out by such partnership with funds made available under this section.

#### “Subpart 3—Subgrants to Local Educational Agencies

##### “SEC. 2031. LOCAL USE OF FUNDS.

“(a) REQUIRED ACTIVITIES.—

“(1) IN GENERAL.—Each local educational agency that receives a subgrant under this subpart shall use the subgrant to carry out the activities described in this subsection.

“(2) MATHEMATICS AND SCIENCE.—



“(A) IN GENERAL.—Of the amount made available to each local educational agency under this subpart for a fiscal year, the agency shall use not less than the amount expended by the agency under section 2206(b) of this Act (as in effect on the day before the date of the enactment of the Teacher Empowerment Act) for the fiscal year preceding such enactment for professional development activities in mathematics and science in accordance with section 2033.

“(B) WAIVER.—

“(i) APPLICATION.—A local educational agency, in consultation with teachers and principals, may seek a waiver of the requirement in subparagraph (A) from a State in order to allow the local educational agency to use such funds for professional development in academic subjects other than mathematics and science.

“(ii) STANDARD FOR GRANTING.—A State may not approve such a waiver unless the local educational agency is able to demonstrate that—

“(I) the professional development needs of mathematics and science teachers, including elementary teachers responsible for teaching mathematics and science, have been adequately served and will continue to be adequately served if the waiver is approved;

“(II) State assessments in mathematics and science demonstrate that each school within the local educational agency has made and will continue to make progress toward meeting the challenging State or local content standards and student performance standards in these areas; and

“(III) State assessments in other academic subjects demonstrate a need to focus on subjects other than mathematics and science.

“(iii) GRANDFATHER OF OLD WAIVERS.—A waiver provided to a local educational agency under part D of title XIV prior to the date of the enactment of the Teacher Empowerment Act shall be deemed effective until such time as it otherwise would have ceased to be effective.

“(3) PROFESSIONAL DEVELOPMENT ACTIVITIES.—Each local educational agency that receives a subgrant under this subpart shall use a portion of such funds for professional development activities that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local content standards and student performance standards. Such activities shall be consistent with sections 2033 and 2034.

“(4) HIRING AND RETAINING WELL-QUALIFIED AND EFFECTIVE TEACHERS.—

“(A) IN GENERAL.—Each local educational agency that receives a subgrant under this subpart shall use a portion of such funds for recruiting, hiring, and training fully qualified teachers, including teachers fully qualified through State and local alternative routes, in order to reduce class size.

“(B) SPECIAL RULE FOR SPECIAL EDUCATION TEACHERS.—Notwithstanding subparagraph (A), a local educational agency may use some or all of the funds described in such subparagraph to hire special education teachers regardless of whether such action reduces class size.

“(C) WAIVER.—

“(i) APPLICATION.—A local educational agency may seek a waiver of the requirement in subparagraph (A) from a State in order to allow the local educational agency to use such funds for purposes other than hiring teachers in order to reduce class size.

“(ii) STANDARD FOR GRANTING.—A State may not approve such a waiver unless the local educational agency is able to demonstrate that—

“(I) such funds will be used to ensure that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively

in the content area or areas in which they provide instruction; or

“(II) an initiative to reduce class size would result in having to rely on underqualified teachers, inadequate classroom space, or would have any other negative consequence affecting the efforts of the local educational agency to improve student academic achievement.

“(b) ALLOWABLE ACTIVITIES.—Each local educational agency that receives a subgrant under this subpart may use the subgrant to carry out the following activities:

“(1) Initiatives to assist recruitment of fully qualified teachers who will be assigned teaching positions within their field, including—

“(A) providing signing bonuses or other financial incentives, such as differential pay, for teachers to teach in academic subject areas in which there exists a shortage of such fully qualified teachers within a school or the local educational agency;

“(B) establishing programs that—

“(i) recruit professionals from other fields and provide such professionals with alternative routes to teacher certification, especially in the areas of mathematics and science; and

“(ii) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession; and

“(C) implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, coupled with a system of intensive screening designed to hire the most qualified applicant.

“(2) Initiatives to promote retention of highly qualified teachers and principals including—

“(A) programs that provide mentoring to newly hired teachers, such as from master teachers, and to newly hired principals; or

“(B) programs that provide other incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic success.

“(3) Programs and activities that are designed to improve the quality of the teacher force, such as—

“(A) innovative professional development programs (which may be through partnerships including institutions of higher education), including programs that train teachers to utilize technology to improve teaching and learning, that are consistent with the requirements of section 2033;

“(B) development and utilization of proven, cost-effective strategies for the implementation of professional development activities, such as through the utilization of technology and distance learning;

“(C) tenure reform;

“(D) merit pay;

“(E) testing of elementary and secondary school teachers in the subject areas taught by such teachers;

“(F) professional development programs that provide instruction in how to teach children with different learning styles, particularly children with disabilities and children with special learning needs (including those who are gifted and talented);

“(G) professional development programs that provide instruction in how best to discipline children in the classroom and identify early and appropriate interventions to help children described in subparagraph (F) learn; and

“(H) professional development programs that provide instruction in how to teach character education in a manner that—

“(i) reflects the values of parents, teachers, and local communities; and

“(ii) incorporates elements of good character, including honesty, citizenship, courage, justice, respect, personal responsibility, and trustworthiness.

“(4) Teacher opportunity payments, consistent with section 2034.

“(5) Professional activities designed to improve the quality of principals.

#### “SEC. 2032. LOCAL APPLICATIONS.

“(a) IN GENERAL.—A local educational agency seeking to receive a subgrant from a State under this subpart shall submit an application to the State—

“(1) at such time as the State shall require; and

“(2) which is coordinated with other programs under this Act, or other Acts, as appropriate.

“(b) LOCAL APPLICATION CONTENTS.—The local application described in subsection (a), shall include, at a minimum, the following:

“(1) A description of how the local educational agency intends to use funds provided under this subpart, including an assurance that the local educational agency will meet the requirements for the use of funds for mathematics and science programs, professional development, and hiring teachers to reduce class size, under section 2031.

“(2) An assurance that the local educational agency will target funds to schools within the jurisdiction of the local educational agency that—

“(A) have the lowest proportion of fully qualified teachers;

“(B) have the largest average class size; or

“(C) are identified for school improvement under section 1116(c).

“(3) A description of how the local educational agency will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs, including those authorized under title I, title III, title IV, part A of title VII, and (where applicable) the Individuals with Disabilities Education Act and the Carl D. Perkins Vocational and Technical Education Act.

“(4) A description of how the local educational agency will integrate funds under this subpart with funds received under title III that are used for professional development to train teachers in how to use technology to improve learning and teaching.

“(5) A description of how the local educational agency has collaborated with teachers, principals, parents, and administrators in the preparation of the application.

“(c) PARENTS’ RIGHT-TO-KNOW.—A local educational agency that receives funds under this subpart shall provide, upon request and in an understandable and uniform format, to any parent of a student attending any school receiving funds under this subpart, information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:

“(1) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

“(2) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

“(3) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.

#### “SEC. 2033. PROFESSIONAL DEVELOPMENT FOR TEACHERS.

“(a) LIMITATION RELATING TO CURRICULUM AND CONTENT AREAS.—

“(1) IN GENERAL.—Except as provided in paragraph (2), professional development funds under this subpart may not be provided for a teacher and an activity if the activity is not—

“(A) directly related to the curriculum and content areas in which the teacher provides instruction; or

“(B) designed to enhance the ability of the teacher to understand and use the State’s standards for the subject area in which the teacher provides instruction.

“(2) EXCEPTION.—Paragraph (1) does not apply to funds for professional development activities that instruct in methods of disciplining children.

“(b) OTHER REQUIREMENTS.—Professional development activities funded under this subpart—

“(1) shall be measured, in terms of progress, using the specific performance indicators established by the State in accordance with section 2013(b)(3);

“(2) shall be tied to challenging State or local content standards and student performance standards;

“(3) shall be tied to scientifically based research demonstrating the effectiveness of such program in increasing student achievement or substantially increasing the knowledge and teaching skills of such teachers;

“(4) shall be of sufficient intensity and duration (such as not to include 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom, except that this paragraph shall not apply to an activity if such activity is one component of a long-term comprehensive professional development plan established by the teacher and the teacher’s supervisor based upon an assessment of their needs, their students’ needs, and the needs of the local educational agency;

“(5) shall be developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this part and, with respect to any professional development program described in subparagraphs (F) and (G) of section 2031(b)(3), shall, if appropriate, be developed with extensive coordination with, and participation of, professionals with expertise in such types of professional development; and

“(6) shall, to the extent appropriate, provide training for teachers in the use of technology so that technology and its applications are effectively used in the classroom to improve teaching and learning in the curriculum and academic content areas in which those teachers provide instruction.

“(c) ACCOUNTABILITY.—

“(1) IN GENERAL.—A State shall notify a local educational agency that the agency is on notice of the possibility that the agency may be subject to the requirement in paragraph (3) if, after any fiscal year, the State determines that the programs or activities funded by the agency fail to meet the requirements of subsections (a) and (b).

“(2) TECHNICAL ASSISTANCE.—A local educational agency that has been put on notice pursuant to paragraph (1) may request technical assistance from the State in order to provide the opportunity for such local educational agency to comply with the requirements of subsections (a) and (b).

“(3) REQUIREMENT TO PROVIDE TEACHER OPPORTUNITY PAYMENTS.—A local educational agency that has been put on notice by the State pursuant to paragraph (1) during any 2 consecutive fiscal years shall expend under section 2034 for the succeeding fiscal year a proportion of the amount made available to the agency under this subpart equal to the proportion of such amount expended by the agency on professional development for the second fiscal year in which it was put on notice.

“SEC. 2034. TEACHER OPPORTUNITY PAYMENTS.

“(a) IN GENERAL.—A local educational agency receiving funds under this subpart may (or, in the case of a local educational

agency described in section 2033(c)(3), shall) provide funds directly to a teacher or a group of teachers seeking opportunities to participate in a professional development activity of their choice.

“(b) NOTICE TO TEACHERS.—Local educational agencies distributing funds under this section shall establish and implement a timely process through which proper notice of availability of funds will be given to all teachers within schools identified by the agency and shall develop a process whereby teachers will be specifically recommended by principals to participate in such program by virtue of—

“(1) their not being fully qualified to teach in the subject or subjects in which they teach; or

“(2) their need for additional assistance to ensure that their students make progress toward meeting challenging State content standards and student performance standards.

“(c) SELECTION OF TEACHERS.—In the event adequate funding is not available to provide payments under this section to all teachers seeking such assistance, or identified as needing such assistance pursuant to subsection (b), a local educational agency shall establish procedures for selecting teachers which provide a priority for those teachers described in paragraph (1) or (2) of subsection (b).

“(d) ELIGIBLE PROGRAM.—Teachers receiving a payment under this section shall have the choice of attending any professional development program that meets the criteria set forth in subsection (a) or (b) of section 2033.

#### “Subpart 4—National Activities

“SEC. 2041. ALTERNATIVE ROUTES TO TEACHING.

“(a) TEACHER EXCELLENCE ACADEMIES.—

“(1) IN GENERAL.—The Secretary may award grants on a competitive basis to eligible consortia to carry out activities described in this subsection.

“(2) USE OF FUNDS.—

“(A) IN GENERAL.—An eligible consortium receiving funds under this subsection shall use the funds to pay the costs associated with the establishment or expansion of a teacher academy in an elementary or secondary school facility that carries out the activities promoting alternative routes to State teacher certification specified in subparagraph (B), the model professional development activities specified in subparagraph (C), or all such activities.

“(B) PROMOTING ALTERNATIVE ROUTES TO TEACHER CERTIFICATION.—The activities promoting alternative routes to State teacher certification specified in this subparagraph are the design and implementation of a course of study and activities providing an alternative route to State teacher certification that—

“(i) provide opportunities to highly qualified individuals with a baccalaureate degree, including mid-career professionals from other occupations, paraprofessionals, former military personnel, and recent college or university graduates with records of academic distinction;

“(ii) provide stipends, for not more than 2 years, to permit individuals described in clause (i) to participate as student teachers able to fill teaching needs in academic subjects in which there is a demonstrated shortage of teachers;

“(iii) provide for the recruitment and hiring of master teachers to mentor and train student teachers within such academies; and

“(iv) include a reasonable service requirement for individuals completing the alternative certification program established by the consortium.

“(C) MODEL PROFESSIONAL DEVELOPMENT.—The model professional development activi-

ties specified in this subparagraph are activities providing ongoing professional development opportunities for teachers, such as—

“(i) innovative programs and model curricula in the area of professional development which may serve as models to be disseminated to other schools and local educational agencies; and

“(ii) developing innovative techniques for evaluating the effectiveness of professional development programs.

“(3) PRIORITY.—The Secretary shall award not less than one grant to a consortium that—

“(A) includes a high-need local educational agency located in a rural area; and

“(B) proposes the extensive use of distance learning in order to provide the applicable course work to student teachers.

“(4) SPECIAL RULE.—No single participant in an eligible consortium may retain more than 50 percent of the funds made available to the consortium under this subsection.

“(5) APPLICATION.—To be eligible to receive a grant under this subsection, an eligible consortium shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

“(6) ELIGIBLE CONSORTIUM.—In this subsection, the term ‘eligible consortium’ means a consortium for a State that—

“(A) shall include—

“(i) the State agency responsible for certifying teachers;

“(ii) not less than one high-need local educational agency;

“(iii) a school of arts and sciences; and

“(iv) an institution that prepares teachers; and

“(B) may include local educational agencies, public charter schools, public or private elementary or secondary schools, educational service agencies, public or private nonprofit educational organizations, museums, or businesses.

“(b) CONTINUATION OF TROOPS-TO-TEACHERS PROGRAM.—

“(1) PURPOSE.—It is the purpose of this subsection to authorize the continuation after September 30, 2000, of the teachers and teachers’ aide placement program known as the ‘troops-to-teachers program’, which was established by the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, under section 1151 of title 10, United States Code.

“(2) TRANSFER OF FUNDS TO CONTINUE PROGRAM.—Subject to the requirements of this subsection, the Secretary of Education may provide a transfer of funds to the Defense Activity for Non-Traditional Education Support of the Department of Defense to permit the Defense Activity to carry out the troops-to-teachers program under section 1151 of title 10, United States Code, notwithstanding the termination date specified in subsection (c)(1)(A) of such section.

“(3) DEFENSE AND COAST GUARD CONTRIBUTION.—The Secretary of Education may not make a transfer of funds under paragraph (2) unless the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard, agree to cover not less than 25 percent of the costs associated with the activities conducted under the troops-to-teachers program. The contributions may be in the form of in-kind contributions or cash expenditures, which may include the use of private contributions made for purposes of the program.

“SEC. 2042. EISENHOWER NATIONAL CLEARINGHOUSE FOR MATHEMATICS AND SCIENCE EDUCATION.

“The Secretary may award a grant or contract, in consultation with the Director of the National Science Foundation, to continue the Eisenhower National Clearing-

house for Mathematics and Science Education.

**"SEC. 2043. PROFESSIONAL DEVELOPMENT FOR PRINCIPALS AS LEADERS OF SCHOOL REFORM.**

"(a) COMPETITIVE GRANTS.—The Secretary shall award grants on a competitive basis to eligible partnerships—

"(1) consisting of—

"(A) one or more institutions of higher education that provide professional development for principals and other school administrators; and

"(B) one or more local educational agencies; and

"(2) that may include other entities, agencies, or organizations, such as a State educational agency, a State agency for higher education, educational service agencies, or professional organizations of principals and teachers.

"(b) APPLICATION.—

"(1) IN GENERAL.—Any eligible partnership that desires to receive a grant under this section shall submit an application at such time, in such manner, and containing such information as the Secretary may require.

"(2) CONTENTS.—Each such application shall include a description of—

"(A) the activities the partnership will carry out to achieve the purpose of this section;

"(B) how those activities will build on, and be coordinated with, other professional development programs and activities, including activities under title I of this Act and title II of the Higher Education Act of 1965; and

"(C) how principals, teachers, and other interested individuals were involved in developing the application and will be involved in planning and carrying out activities under this section.

"(c) USE OF FUNDS.—An eligible partnership that receives a grant under this section shall use the grant funds to provide professional development to principals and other school administrators to enable them to be effective school leaders and prepare all students to achieve to challenging State content and student performance standards, including professional development relating to—

"(1) leadership skills;

"(2) recruitment, assignment, retention, and evaluation of teachers and other staff;

"(3) effective instructional practices, including the use of technology;

"(4) using smaller classes effectively; and

"(5) parental and community involvement.

**"SEC. 2044. NATIONAL CLEARINGHOUSE FOR TEACHER ENTREPRENEURSHIP.**

"The Secretary may award a grant or contract to an organization or institution with substantial experience in entrepreneurship education to establish and operate a National Clearinghouse for Teacher Entrepreneurship to coordinate professional development opportunities for teachers, collect and disseminate curricular materials, and undertake other activities to encourage teacher interest and involvement in entrepreneurship education, particularly for teachers of grades 7 through 12.

**"SEC. 2045. RURAL TEACHERS.**

"(a) IN GENERAL.—The Secretary may award grants on a competitive basis to rural eligible local educational agencies to carry out activities described in subsection (b).

"(b) USE OF FUNDS.—A rural eligible local educational agency that receives a grant under this section may use such funds to develop incentive programs—

"(1) to recruit and retain qualified teachers; and

"(2) to provide high-quality professional development to teachers.

"(c) APPLICATION.—To be eligible to receive a grant under this section, a rural eligible

local educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

"(d) DEFINITIONS.—For purposes of this section:

"(1) METROPOLITAN STATISTICAL AREA.—The term 'metropolitan statistical area' has the meaning given such term by the Bureau of the Census.

"(2) RURAL ELIGIBLE LOCAL EDUCATIONAL AGENCY.—The term 'rural eligible local educational agency' means a local educational agency—

"(A) that is not located in a metropolitan statistical area; and

"(B) in which there is a high percentage of individuals from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))).

**"SEC. 2046. TRANSITION TO TEACHING.**

"(a) PURPOSE.—The purpose of this section is to address the need of high-need local educational agencies for highly qualified teachers in particular subject areas, such as mathematics, science, foreign languages, bilingual education, and special education, needed by those agencies, following the model of the successful teachers placement program known as the 'Troops-to-Teachers program', by recruiting, preparing, placing, and supporting career-changing professionals who have knowledge and experience that will help them become such teachers.

"(b) PROGRAM AUTHORIZED.—

"(1) AUTHORITY.—The Secretary is authorized to use funds appropriated under paragraph (2) for each fiscal year to award grants, contracts, or cooperative agreements to institutions of higher education and public and private nonprofit agencies or organizations to carry out programs authorized by this section.

"(2) AUTHORIZATION OF APPROPRIATIONS.—For the purpose of carrying out this section, there are authorized to be appropriated \$9,000,000 for fiscal year 2000 and such sums as may be necessary for each of fiscal years 2001 through 2004.

"(c) APPLICATION.—Each applicant that desires an award under subsection (b)(1) shall submit an application to the Secretary containing such information as the Secretary requires, including—

"(1) a description of the target group of career-changing professionals upon which the applicant will focus its recruitment efforts in carrying out its program under this section, including a description of the characteristics of that target group that shows how the knowledge and experience of its members are relevant to meeting the purpose of this section;

"(2) a description of the training that program participants will receive and how that training will relate to their certification as teachers;

"(3) a description of how the applicant will collaborate, as needed, with other institutions, agencies, or organizations to recruit, train, place, support, and provide teacher induction programs to program participants under this section, including evidence of the commitment of those institutions, agencies, or organizations to the applicant's program;

"(4) a description of how the applicant will evaluate the progress and effectiveness of its program, including—

"(A) the program's goals and objectives;

"(B) the performance indicators the applicant will use to measure the program's progress; and

"(C) the outcome measures that will be used to determine the program's effectiveness; and

"(5) such other information and assurances as the Secretary may require.

"(d) USES OF FUNDS AND PERIOD OF SERVICE.—

"(1) AUTHORIZED ACTIVITIES.—Funds under this section may be used for—

"(A) recruiting program participants, including informing them of opportunities under the program and putting them in contact with other institutions, agencies, or organizations that would train, place, and support them;

"(B) training stipends and other financial incentives for program participants, not to exceed \$5,000 per participant;

"(C) assisting institutions of higher education or other providers of teacher training to tailor their training to meet the particular needs of professionals who are changing their careers to teaching;

"(D) placement activities, including identifying high-need local educational agencies with a need for the particular skills and characteristics of the newly trained program participants and assisting those participants to obtain employment in those local educational agencies; and

"(E) post-placement induction or support activities for program participants.

"(2) PERIOD OF SERVICE.—A program participant in a program under this section who completes his or her training shall serve in a high-need local educational agency for at least 3 years.

"(3) REPAYMENT.—The Secretary shall establish such requirements as the Secretary determines appropriate to ensure that program participants who receive a training stipend or other financial incentive under paragraph (1)(B), but fail to complete their service obligation under paragraph (2), repay all or a portion of such stipend or other incentive.

"(e) EQUITABLE DISTRIBUTION.—To the extent practicable, the Secretary shall make awards under this section that support programs in different geographic regions of the Nation.

"(f) DEFINITIONS.—As used in this section:

"(1) The term 'high-need local educational agency' has the meaning given such term in section 2061.

"(2) The term 'program participants' means career-changing professionals who—

"(A) hold at least a baccalaureate degree;

"(B) demonstrate interest in, and commitment to, becoming a teacher; and

"(C) have knowledge and experience that are relevant to teaching a high-need subject area in a high-need local educational agency.

**"Subpart 5—Funding**

**"SEC. 2051. AUTHORIZATION OF APPROPRIATIONS.**

"(a) FISCAL YEAR 2000.—For the purpose of carrying out this part (other than section 2043), there are authorized to be appropriated \$2,019,000,000 for fiscal year 2000, of which \$15,000,000 are authorized to be appropriated to carry out subpart 4 (other than section 2043).

"(b) OTHER FISCAL YEARS.—For the purpose of carrying out this part (other than section 2043), there are authorized to be appropriated such sums as may be necessary for fiscal years 2001 through 2004.

**"Subpart 6—General Provisions**

**"SEC. 2061. DEFINITIONS.**

"For purposes of this part—

"(1) ARTS AND SCIENCES.—The term 'arts and sciences' means—

"(A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and

“(B) when referring to a specific academic subject matter area, the disciplines or content areas in which academic majors are offered by the arts and sciences organizational unit.

“(2) FULLY QUALIFIED.—The term ‘fully qualified’—

“(A) when used with respect to a public elementary or secondary school teacher (other than a teacher teaching in a public charter school), means that the teacher has obtained State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing exam and holds a license to teach in such State; and

“(B) when used with respect to —

“(i) an elementary school teacher, means that the teacher holds a bachelor's degree and demonstrates knowledge and teaching skills in reading, writing, mathematics, science, and other areas of the elementary school curriculum; or

“(ii) a middle or secondary school teacher, means that the teacher holds a bachelor's degree and demonstrates a high level of competency in all subject areas in which he or she teaches through—

“(I) a high level of performance on a rigorous State or local academic subject areas test; or

“(II) completion of an academic major in each of the subject areas in which he or she provides instruction.

“(3) BEGINNING TEACHER.—The term ‘beginning teacher’ means an educator in a public school who has not yet been teaching 3 full school years.

“(4) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term ‘high-need local educational agency’ means a local educational agency that serves an elementary school or secondary school located in an area in which there is—

“(A) a high percentage of individuals from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)));

“(B) a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach; or

“(C) a high teacher turnover rate.

“(5) MENTORING PROGRAM.—The term ‘mentoring program’ means to provide professional support and development, instruction, and guidance to beginning teachers, but does not include a teacher or individual who begins to work in a supervisory position.

“(6) PUBLICLY REPORT.—The term ‘publicly report’, when used with respect to the dissemination of information, means that the information is made widely available to the public, including parents and students, through such means as the Internet and major print and broadcast media outlets.

“(7) SCIENTIFICALLY BASED RESEARCH.—The term ‘scientifically based research’—

“(A) means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to professional development of teachers; and

“(B) shall include research that—

“(i) employs systematic, empirical methods that draw on observation or experiment;”

“(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;”

“(iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

“(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

(b) CONFORMING AMENDMENTS.—

(1) NATIONAL WRITING PROJECT.—Section 10992(i) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8332(i)) is amended to read as follows:

“(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated for the grant to the National Writing Project, such sums as may be necessary for each of fiscal years 2000 through 2004 to carry out the provisions of this section.”

(2) REFERENCE TO NATIONAL CLEARINGHOUSE FOR MATHEMATICS AND SCIENCE EDUCATION.—Section 13302(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8672(1)) is amended by striking “‘2102(b)’” and inserting “‘2042’”.

### SEC. 3. AMENDMENTS RELATING TO READING EXCELLENCE ACT.

(a) REPEAL OF PART B.—Part B of title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641–6651) is repealed.

(b) READING EXCELLENCE ACT.—

(1) PART HEADING.—Part C of title II of such Act is redesignated as part B and the heading for such part B is amended to read as follows:

#### “PART B—READING EXCELLENCE ACT”.

(2) AUTHORIZATION OF APPROPRIATIONS.—Section 2260(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6661(a)) is amended by adding at the end the following:

“(3) FISCAL YEARS 2001 TO 2004.—There are authorized to be appropriated to carry out this part \$260,000,000 for fiscal year 2001 and such sums as may be necessary for fiscal years 2002 through 2004.”

### SEC. 4. GENERAL PROVISIONS.

(a) IN GENERAL.—Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended—

(1) by repealing part D;

(2) by redesignating part E as part C; and

(3) by striking sections 2401 and 2402 and inserting the following:

#### “SEC. 2401. PROHIBITION ON MANDATORY NATIONAL CERTIFICATION OF TEACHERS.

“(a) PROHIBITION ON MANDATORY TESTING OR CERTIFICATION.—Notwithstanding any other provision of law, the Secretary is prohibited from using Federal funds to plan, develop, implement, or administer any mandatory national teacher test or certification.

“(b) PROHIBITION ON WITHHOLDING FUNDS.—The Secretary is prohibited from withholding funds from any State or local educational agency if such State or local educational agency fails to adopt a specific method of teacher certification.

#### “SEC. 2402. PROVISIONS RELATED TO PRIVATE SCHOOLS.

“The provisions of sections 14503 through 14506 apply to programs under this title.

#### “SEC. 2403. HOME SCHOOLS.

“Nothing in this title shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to bar private, religious, or home schools from participation in programs or services under this title.”

(b) CONFORMING AMENDMENTS.—

(1) DEFINITION OF COVERED PROGRAM.—Section 14101(10)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(10)(C)) is amended by striking “(other than section 2103 and part D)”.

(2) PRIVATE SCHOOL PARTICIPATION.—Section 14503(b)(1)(B) (20 U.S.C. 8893(b)(1)(B)) of such Act is amended by striking “(other than section 2103 and part D of such title)”.

### SEC. 5. SENSE OF THE CONGRESS.

It is the sense of the Congress that high quality teachers are an important part of the

development of our children and it is essential that Congress work to ensure that the teachers who instruct our children are of the highest quality possible.

The bill, as amended, was ordered to be engrossed and read a third time, was read a third time by title.

The question being put, viva voce,

Will the House pass said bill?

The SPEAKER pro tempore, Mr. PEASE, announced that the yeas had it.

Mr. GOODLING demanded a recorded vote on passage of said bill, which demand was supported by one-fifth of a quorum, so a recorded vote was ordered.

The vote was taken by electronic device.

It was decided in the { Yeas ..... 239  
affirmative ..... Nays ..... 185

§18.29

[Roll No. 320]

AYES—239

Aderholt	Fossella	McKeon
Archer	Fowler	Metcalfe
Armey	Franks (NJ)	Mica
Bachus	Frelinghuysen	Miller (FL)
Baker	Gallegly	Miller, Gary
Ballenger	Ganske	Miller, George
Barr	Gekas	Mollohan
Barrett (NE)	Gibbons	Moran (KS)
Bartlett	Gilchrest	Myrick
Barton	Gillmor	Nethercutt
Bass	Gilman	Ney
Bateman	Goode	Northup
Bereuter	Goodlatte	Norwood
Biggert	Goodling	Nussle
Bilirakis	Goss	Ose
Bliley	Graham	Oxley
Blunt	Granger	Packard
Boehlert	Green (WI)	Pease
Boehner	Greenwood	Peterson (MN)
Bonilla	Gutknecht	Petri
Bono	Hall (TX)	Pickering
Boyd	Hansen	Pitts
Brady (TX)	Hastert	Pombo
Bryant	Hastings (WA)	Porter
Burr	Hayes	Portman
Burton	Hayworth	Pryce (OH)
Buyer	Hefley	Quinn
Callahan	Herger	Radanovich
Calvert	Hill (MT)	Ramstad
Camp	Hilleary	Regula
Campbell	Hobson	Reynolds
Canady	Hoekstra	Riley
Cannon	Holt	Rivers
Castle	Horn	Roemer
Chabot	Hostettler	Rogan
Chambliss	Houghton	Rogers
Chenoweth	Hulshof	Rohrabacher
Coble	Hunter	Ros-Lehtinen
Coburn	Hutchinson	Roukema
Collins	Hyde	Royce
Combest	Isakson	Ryan (WI)
Condit	Istook	Ryun (KS)
Cook	Jenkins	Sabo
Cooksey	Johnson, Sam	Salmon
Cox	Jones (NC)	Sanford
Crane	Kasich	Saxton
Cubin	Kelly	Scarborough
Cunningham	Kind (WI)	Schaffer
Davis (FL)	King (NY)	Sensenbrenner
Davis (VA)	Kingston	Sessions
Deal	Knollenberg	Shadegg
DeLay	Kolbe	Shaw
DeMint	Kuykendall	Shays
Diaz-Balart	LaHood	Sherwood
Dickey	Largent	Shimkus
Doggett	Latham	Shuster
Dooley	LaTourette	Simpson
Doolittle	Leach	Skeen
Dreier	Lewis (CA)	Smith (MI)
Duncan	Lewis (KY)	Smith (NJ)
Dunn	Linder	Smith (TX)
Ehlers	Lipinski	Smith (WA)
Ehrlich	LoBiondo	Souder
Emerson	Lucas (OK)	Spence
Eshoo	Manzullo	Stearns
Everett	McCollum	Stenholm
Ewing	McCrery	Stump
Fletcher	McHugh	Sununu
Foley	McInnis	Sweeney
Forbes	McIntosh	Talent

Tancredo	Tiahrt	Weldon (FL)
Tauscher	Tierney	Weldon (PA)
Tauzin	Toomey	Weller
Taylor (MS)	Upton	Whitfield
Taylor (NC)	Vitter	Wicker
Terry	Walden	Wilson
Thomas	Walsh	Wolf
Thompson (CA)	Wamp	Young (AK)
Thornberry	Watkins	Young (FL)
Thune	Watts (OK)	

NOES—185

Abercrombie	Gordon	Napolitano
Ackerman	Green (TX)	Neal
Allen	Gutierrez	Oberstar
Andrews	Hall (OH)	Obey
Baird	Hastings (FL)	Olver
Baldacci	Hill (IN)	Ortiz
Baldwin	Hilliard	Owens
Barcia	Hinojosa	Pallone
Barrett (WI)	Hoeffel	Pascrell
Becerra	Hooley	Pastor
Bentsen	Hoyer	Paul
Berkley	Inslee	Payne
Berman	Jackson (IL)	Pelosi
Berry	Jackson-Lee	Phelps
Bilbray	(TX)	Pickett
Bishop	Jefferson	Pomeroy
Blagojevich	John	Price (NC)
Blumenauer	Johnson (CT)	Rahall
Bonior	Johnson, E.B.	Rangel
Borski	Jones (OH)	Reyes
Boswell	Kanjorski	Rodriguez
Boucher	Kaptur	Rothman
Brady (PA)	Kildee	Roybal-Allard
Brown (FL)	Kilpatrick	Rush
Brown (OH)	Klecicka	Sanchez
Capps	Klink	Sanders
Capuano	Kucinich	Sandlin
Cardin	LaFalce	Sawyer
Carson	Lampson	Schakowsky
Clay	Lantos	Scott
Clayton	Larson	Serrano
Clement	Lee	Sherman
Clyburn	Levin	Shows
Conyers	Lofgren	Sisisky
Costello	Lowe	Skelton
Coyne	Lucas (KY)	Slaughter
Cramer	Luther	Snyder
Crowley	Maloney (CT)	Spratt
Cummings	Maloney (NY)	Stabenow
Danner	Markey	Strickland
Davis (IL)	Martinez	Stupak
DeFazio	Mascara	Tanner
DeGette	Matsui	Thompson (MS)
Delahunt	McCarthy (MO)	Thurman
DeLauro	McCarthy (NY)	Towns
Deutsch	McGovern	Traficant
Dicks	McIntyre	Turner
Dingell	McKinney	Udall (CO)
Dixon	McNulty	Udall (NM)
Doyle	Meehan	Velazquez
Edwards	Meek (FL)	Vento
Engel	Meeks (NY)	Visclosky
Etheridge	Menendez	Waters
Evans	Millender	Watt (NC)
Farr	McDonald	Weiner
Fattah	Minge	Wexler
Filner	Mink	Weygand
Ford	Moakley	Wise
Frank (MA)	Moore	Woolsey
Frost	Moran (VA)	Wu
Gejdenson	Morella	Wynn
Gephardt	Murtha	
Gonzalez	Nadler	

NOT VOTING—10

English	Lazio	Stark
Hinchee	Lewis (GA)	Waxman
Holden	McDermott	
Kennedy	Peterson (PA)	

So the bill was passed.

A motion to reconsider the vote whereby said bill was passed was, by unanimous consent, laid on the table.

*Ordered*, That the Clerk request the concurrence of the Senate in said bill.

¶81.30 CLERK TO CORRECT ENGROSSMENT

On motion of Mr. GOODLING, by unanimous consent,

*Ordered*, That in the engrossment of the foregoing bill the Clerk be authorized to correct section numbers, cross references, and punctuation, and to make such other changes as may be

necessary to reflect the actions of the House in amending the bill.

¶81.31 DEFENSE APPROPRIATIONS

Mr. LEWIS of California submitted a privileged report (Rept. No. 106-244) on the bill (H.R. 2561) making appropriations for the Department of Defense for the fiscal year ending September 30, 2000, and for other purposes.

When said bill and report were referred to the Union Calendar and ordered printed.

Pursuant to clause 1 of rule XXI, all points of order were reserved.

¶81.32 FINANCIAL SERVICES  
MODERNIZATION

On motion of Mr. LEACH, by unanimous consent, the bill of the Senate (S. 900) to enhance competition in the financial services industry by providing a prudential framework for the affiliation of banks, security firms, and other financial service providers, and for other purposes; was taken from the Speaker's table.

When said bill was considered and read twice.

Mr. LEACH submitted the following amendment which was agreed to:

Strike out all after the enacting clause and insert the provisions of H.R. 10, as passed by the House.

The bill, as amended, was ordered to be read a third time, was read a third time by title, and passed.

By unanimous consent, the title was amended so as to read: "An Act to enhance competition in the financial services industry by providing a prudential framework for the affiliation of banks, securities firms, and other financial service providers, and for other purposes."

A motion to reconsider the votes whereby said bill, as amended, was passed and the title was amended was, by unanimous consent, laid on the table.

*Ordered*, That the Clerk request the concurrence of the Senate in said amendment.

¶81.33 RECESS—11:55 P.M.

The SPEAKER pro tempore, Mr. VITTER, pursuant to clause 12 of rule I, declared the House in recess at 11 o'clock and 55 minutes p.m., subject to the call of the Chair.

WEDNESDAY, JULY 21 (LEGISLATIVE  
DAY OF JULY 20), 1999.

¶81.34 AFTER RECESS—12:51 A.M.

The SPEAKER pro tempore, Mr. DREIER, called the House to order.

¶81.35 PROVIDING FOR THE  
CONSIDERATION OF H.R. 2488

Ms. PRYCE of Ohio, by direction of the Committee on Rules, reported (Rept. No. 106-246) the resolution (H. Res. 256) providing for consideration of the bill (H.R. 2488) to amend the Internal Revenue Code of 1986 to reduce individual income tax rates, to provide marriage penalty relief, to reduce

taxes on savings and investments, to provide estate and gift tax relief, to provide incentives for education savings and health care, and for other purposes.

When said resolution and report were referred to the House Calendar and ordered printed.

¶81.36 BILL PRESENTED TO THE  
PRESIDENT

Mr. THOMAS, from the Committee on House Administration, reported that that committee did on this day present to the President, for his approval, a bill of the House of the following title:

H.R. 2035. To correct errors in the authorizations of certain programs administered by the National Highway Traffic Safety Administration.

¶81.37 LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted—

To Mr. ROGAN for today from 1 p.m. to 4 p.m.;

To Mr. STARK, for today;

To Mr. ORTIZ, for today before 2 p.m.; and

To Mr. ENGLISH, for today.

And then,

¶81.38 ADJOURNMENT

On motion of Ms. PRYCE of Ohio, at 12 o'clock and 52 minutes a.m., the House adjourned.

¶81.39 REPORTS OF COMMITTEES ON  
PUBLIC BILLS AND RESOLUTIONS

Under clause 2 of rule XIII, reports of committees were delivered to the Clerk for printing and reference to the proper calendar, as follows:

Mr. YOUNG of Alaska: Committee on Resources. H.R. 834. A bill to extend the authorization for the National Historic Preservation Fund, and for other purposes; with an amendment (Rept. No. 106-241). Referred to the Committee of the Whole House on the State of the Union.

Mr. YOUNG of Alaska: Committee on Resources. H.R. 1934. A bill to amend the Marine Mammal Protection Act of 1972 to establish the John H. Prescott Marine Mammal Rescue Assistance Grant Program; with an amendment (Rept. No. 106-242). Referred to the Committee of the Whole House on the State of the Union.

Mr. SENSENBRENNER: Committee on Science. H.R. 1655. A bill to authorize appropriations for fiscal years 2000 and 2001 for the civilian energy and scientific research, development, and demonstration and related commercial application of energy technology programs, projects, and activities of the Department of Energy, and for other purposes; with an amendment (Rept. No. 106-243). Referred to the Committee of the Whole House on the State of the Union.

Mr. LEWIS of California: Committee on Appropriations. H.R. 2561. A bill making appropriations for the Department of Defense for the fiscal year ending September 30, 2000, and for other purposes (Rept. No. 106-244). Referred to the Committee of the Whole House on the State of the Union.

Mr. YOUNG of Florida: Committee on Appropriations. Report on the Revised Sub-allocation of Budget Allocations for Fiscal Year 2000 (Rept. No. 106-245). Referred to the Committee of the Whole House on the State of the Union.

Ms. PRYCE of Ohio: Committee on Rules. House Resolution 256. Resolution providing for consideration of the bill (H.R. 2488) to amend the Internal Revenue Code of 1986 to reduce individual income tax rates, to provide marriage penalty relief, to reduce taxes on savings and investments, to provide estate and gift tax relief, to provide incentives for education savings and health care, and for other purposes (Rept. No. 106-246). Referred to the House Calendar.

# 181.40 PUBLIC BILLS AND RESOLUTIONS

Under clause 2 of rule XII, public bills and resolutions were introduced and severally referred, as follows:

By Mr. MCCOLLUM (for himself and Mr. SCOTT):

H.R. 2558. A bill to amend title 18, United States Code, to reform Federal Prison Industries, and for other purposes; to the Committee on the Judiciary.

By Mr. COMBEST (for himself, Mr. EWING, Mr. BARRETT of Nebraska, Mr. BLUNT, Mr. CANADY of Florida, Mr. WHITFIELD, Mr. BEREUTER, Mr. SESSIONS, and Mr. HAYES):

H.R. 2559. A bill to amend the Federal Crop Insurance Act to strengthen the safety net for agricultural producers by providing greater access to more affordable risk management tools and improved protection from production and income loss, to improve the efficiency and integrity of the Federal crop insurance program, and for other purposes; to the Committee on Agriculture.

By Mr. ISTOOK (for himself, Mr. DICKEY, Mr. FRANKS of New Jersey, Mr. SHOWS, Mr. SOUDER, and Mr. TERRY):

H.R. 2560. A bill to require public schools and libraries that receive Federal funds for the acquisition or operation of computers to install software to protect children from obscenity; to the Committee on Education and the Workforce.

By Mr. LEWIS of California:

H.R. 2561. A bill making appropriations for the Department of Defense for the fiscal year ending September 30, 2000, and for other purposes.

By Mr. CUNNINGHAM (for himself, Mr. BROWN of Ohio, Mr. WELDON of Pennsylvania, Mr. HORN, Mr. SPRATT, Mr. STEARNS, Mr. HOLDEN, Mr. LOBIONDO, Ms. KILPATRICK, Mr. PHELPS, Mr. SHOWS, Mr. ENGLISH, Mr. McNULTY, Mrs. MORELLA, Mr. DIXON, Mr. FOLEY, Mr. CUMMINGS, Mr. KUYKENDALL, Mr. FALEOMAVAEGA, Mr. CALVERT, Mr. LEWIS of Georgia, Mr. REYES, Mr. RANGEL, Mr. BORSKI, and Mr. SHAYS):

H.R. 2562. A bill to amend title 39, United States Code, to allow postal patrons to contribute to funding for prostate cancer research through the voluntary purchase of certain specially issued United States postage stamps; to the Committee on Government Reform.

By Mr. DAVIS of Virginia (for himself, Mr. WYNN, Mr. HOYER, Mr. MORAN of Virginia, Mr. NORTON, Mr. WOLF, and Mrs. MORELLA):

H.R. 2563. A bill to amend the Woodrow Wilson Memorial Bridge Authority Act of 1995 to provide an authorization of contract authority for fiscal years 2004 through 2007, and for other purposes; to the Committee on Transportation and Infrastructure, and in addition to the Committee on Ways and Means, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. HUTCHINSON (for himself, Ms. HOOLEY of Oregon, Mr. BALDACCIO, Mr. NORWOOD, Mr. FROST, Mr. SCHAFER, Mr. SHOWS, Mr. MCHUGH, Mr. PETER-

SON of Pennsylvania, Mr. BARCIA, Mr. HERGER, Mr. LUCAS of Oklahoma, Mr. DICKEY, Mr. OXLEY, Mr. HAYWORTH, Mr. YOUNG of Alaska, Mr. COOK, Mr. ALLEN, Mr. SNYDER, Mr. SPRATT, Mr. FRANK of Massachusetts, Mr. DELAHUNT, Mr. BLUMENAUER, Mr. DEFazio, Mr. KIND, and Mr. LATOURETTE):

H.R. 2564. A bill to provide funds to the National Center for Rural Law Enforcement; to the Committee on the Judiciary.

By Mr. LEACH (for himself, Mr. CALAHAN, and Mr. METCALF):

H.R. 2565. A bill to clarify the quorum requirement for the Board of Directors of the Export-Import Bank of the United States; to the Committee on Banking and Financial Services.

By Mr. LEACH:

H.R. 2566. A bill to direct the President to renew the membership of the United States in the United Nations Educational, Scientific and Cultural Organization (UNESCO); to the Committee on International Relations.

By Ms. LEE (for herself, Mr. HASTINGS of Florida, Mr. THOMPSON of Mississippi, Mr. FROST, Mr. FILNER, Mr. LEWIS of Georgia, Mr. OBERSTAR, Ms. MILLENDER-MCDONALD, Mr. GEORGE MILLER of California, Mr. MCGOVERN, Mr. JACKSON of Illinois, Mr. OWENS, Ms. JACKSON-LEE of Texas, Ms. WATERS, Ms. CARSON, Ms. KILPATRICK, Ms. MCKINNEY, Ms. EDDIE BERNICE JOHNSON of Texas, Mrs. JONES of Ohio, and Mr. GREEN of Texas):

H.R. 2567. A bill to recruit, hire, and train additional school-based mental health personnel; to the Committee on Education and the Workforce.

By Mr. MORAN of Kansas (for himself, Mr. THUNE, Mr. BARRETT of Nebraska, Mr. LUCAS of Oklahoma, Mrs. EMERSON, Mr. TALENT, and Mr. WATKINS):

H.R. 2568. A bill to provide partial compensation to farm owners and producers for the loss of markets for the 1999 crop of commodities covered by production flexibility contracts under the Agricultural Market Transition Act; to the Committee on Agriculture, and in addition to the Committee on the Budget, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. PALLONE:

H.R. 2569. A bill to enhance the benefits of the national electric system by encouraging and supporting State programs for renewable energy sources, universal electric service, affordable electric service, and energy conservation and efficiency, and for other purposes; to the Committee on Commerce.

By Mr. REGULA (for himself, Mr. TRAFICANT, Mr. GILLMOR, Mr. BEREUTER, Mr. NEY, Ms. PELOSI, Mr. HOLT, Mr. BARRETT of Nebraska, Mr. KLINK, Mr. SOUDER, Mr. OXLEY, and Mr. EVANS):

H.R. 2570. A bill to require the Secretary of the Interior to undertake a study regarding methods to commemorate the national significance of the United States roadways that comprise the LINCOLN Highway, and for other purposes; to the Committee on Resources.

By Mr. SHAYS (for himself, Mr. KANJORSKI, Mr. BARRETT of Wisconsin, Mr. BASS, Mrs. BIGGERT, Mr. BLAGOJEVICH, Mr. BRADY of Pennsylvania, Mr. CAMPBELL, Mr. CASTLE, Mr. COOK, Mr. COX, Mr. COYNE, Mr. CRANE, Mr. ENGLISH, Mr. FRANK of Massachusetts, Mr. FRANKS of New Jersey, Mr. FRELINGHUYSEN, Mr. GEJDENSON, Mr. GEKAS, Mr. GOSS, Mr.

HUTCHINSON, Mrs. KELLY, Mr. KOLBE, Mr. LIPINSKI, Mr. LOBIONDO, Mrs. LOWEY, Mr. LUTHER, Mr. MCINTOSH, Mrs. MALONEY of New York, Mr. MEEHAN, Mr. MILLER of Florida, Mr. GEORGE MILLER of California, Mrs. MORELLA, Mr. PALLONE, Mr. PITTS, Mr. PORTER, Mr. PORTMAN, Mrs. ROUKEMA, Mr. ROYCE, Mr. RYAN of Wisconsin, Mr. SALMON, Mr. SANFORD, Mr. SENSENBRENNER, Mr. SMITH of New Jersey, Mr. SUNUNU, Mrs. TAUSCHER, Mr. TOOMEY, Mr. VIS-CLOSKY, Mr. WAMP, and Mr. WEINER):

H.R. 2571. A bill to provide for a gradual reduction in the loan rate for peanuts, to repeal peanut quotas for the 2002 and subsequent crops, and to require the Secretary of Agriculture to purchase peanuts and peanut products for nutrition programs only at the world market price; to the Committee on Agriculture, and in addition to the Committee on Education and the Workforce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. SOUDER (for himself and Mr. WELDON of Florida):

H.R. 2572. A bill to direct the Administrator of NASA to design and present an award to the Apollo astronauts; to the Committee on Science.

By Mr. WAXMAN (for himself, Mrs. MORELLA, and Mr. BONIOR):

H.R. 2573. A bill to amend the Public Health Service Act to establish an Office of Autoimmune Diseases at the National Institutes of Health, and for other purposes; to the Committee on Commerce.

By Mr. MALONEY of Connecticut (for himself, Mr. ROEMER, Mr. DOOLEY of California, Mr. SMITH of Washington, Mr. WEYGAND, Mr. SHERMAN, Ms. HOOLEY of Oregon, Ms. STABENOW, Mr. ETHERIDGE, Mr. GONZALEZ, Mr. MOORE, and Mr. STUPAK):

H.R. 2574. A bill to amend the Internal Revenue Code of 1986 to provide comprehensive tax relief for American families and businesses to encourage family stability, economic growth, and tax simplification; to the Committee on Ways and Means.

By Mr. OWENS:

H.R. 2575. A bill to amend the Internal Revenue Code of 1986 to reduce the rates of income tax imposed on individual taxpayers by 3 percentage points; to the Committee on Ways and Means.

By Mr. BILIRAKIS (for himself, Mrs. MALONEY of New York, Mrs. KELLY, Mr. PALLONE, Mr. ANDREWS, Mr. HORN, Mr. MCGOVERN, Mr. SHOWS, Mr. ACKERMAN, Mr. HINCHEY, Mr. HOLDEN, Mrs. CAPPS, Mr. CAPUANO, Mr. DOYLE, Mr. ENGEL, Mr. GILMAN, Mr. KLINK, Mr. MATSUI, Mr. MENENDEZ, Mr. ENGLISH, Mr. SHERMAN, Mr. TIERNEY, Mr. DEUTSCH, Mr. BARRETT of Wisconsin, Mr. VISCLOSKY, Ms. ROS-LEHTINEN, Mr. GEKAS, Mr. BLUMENAUER, Ms. KAPTUR, Mr. BROWN of Ohio, Mr. CUNNINGHAM, Mr. BONIOR, Mr. PORTER, Mr. DIXON, and Mr. EVANS):

H. Con. Res. 159. Concurrent resolution urging the compliance by Turkey with United Nations Resolutions relating to Cyprus; to the Committee on International Relations.

By Mr. EHLERS (for himself, Mr. BILBRAY, Mrs. KELLY, Mr. CAMP, and Mr. LOBIONDO):

H. Con. Res. 160. Concurrent resolution providing a sense of the Congress regarding the reduction of the national debt of the United States held by the public; to the Committee on Ways and Means.



By Mr. HASTINGS of Florida (for himself, Mr. HOYER, Mr. SAWYER, Mr. SALMON, Ms. KAPTUR, Mr. CARDIN, Mr. SABO, and Ms. DANNER):  
H. Con. Res. 161: Concurrent resolution expressing the sense of the Congress with regard to the St. Petersburg Declaration of the Organization for Security and Cooperation in Europe Parliamentary Assembly; to the Committee on International Relations.

¶81.41 MEMORIALS

Under clause 3 of rule XII,  
160. The SPEAKER presented a memorial of the Senate of the State of Illinois, relative to Senate Resolution No. 133 memorializing Governor George Ryan to immediately engage the Administrator of the United States Environmental Protection Agency to meet and resolve the technical challenges of using ethanol in Phase II RFG; to the Committee on Commerce.

¶81.42 ADDITIONAL SPONSORS

Under clause 7 of rule XII, sponsors were added to public bills and resolutions as follows:

H.R. 72: Mr. TANCREDO.  
H.R. 123: Mr. DUNCAN.  
H.R. 212: Mr. SMITH of Michigan and Mr. BILBRAY.  
H.R. 218: Mr. MCINTYRE and Mr. MICA.  
H.R. 306: Mr. PICKETT.  
H.R. 354: Mr. CONYERS and Mr. PETERSON of Minnesota.  
H.R. 371: Ms. MILLENDER-MCDONALD.  
H.R. 405: Mr. SPENCE, Mr. NEY, Mr. WELLER, and Mr. DEUTSCH.  
H.R. 418: Mr. FROST.  
H.R. 456: Mr. RODRIGUEZ.  
H.R. 488: Mr. LANTOS and Mr. ALLEN.  
H.R. 534: Mr. BATEMAN and Mr. PICKETT.  
H.R. 599: Mr. UNDERWOOD and Mr. BORSKI.  
H.R. 601: Mr. PETERSON of Minnesota.  
H.R. 648: Mr. PETERSON of Minnesota, Mr. HALL of Texas, and Mr. QUINN.  
H.R. 664: Mr. HILLIARD, Mr. DOGGETT, and Mr. BONIOR.  
H.R. 670: Ms. MCKINNEY.  
H.R. 750: Ms. BALDWIN.  
H.R. 765: Mr. WATTS of Oklahoma, Mr. FORD, Mr. STRICKLAND, and Mr. PASCRELL.  
H.R. 786: Mr. GALLEGLY.  
H.R. 797: Mr. BEREUTER, Ms. DELAULO, Mr. MATSUI, Mr. GEJDENSON, Mr. CAPUANO, Mr. OLVER, Ms. CARSON, Mr. NEAL of Massachusetts, Mr. MEEHAN, Mr. MALONEY of Connecticut, and Mrs. NORTHUP.  
H.R. 803: Mrs. EMERSON and Mr. CALVERT.  
H.R. 845: Mr. OWENS.  
H.R. 850: Mr. MENENDEZ.  
H.R. 859: Mr. NUSSLE.  
H.R. 860: Ms. CARSON.  
H.R. 901: Mr. DAVIS of Illinois.  
H.R. 1080: Mr. ROTHMAN.  
H.R. 1095: Mr. MALONEY of Connecticut, Mr. HILLIARD, and Mr. FARR of California.  
H.R. 1102: Mr. BORSKI, Ms. BALDWIN, and Mr. HASTINGS of Washington.  
H.R. 1130: Mrs. MALONEY of New York and Mr. COYNE.  
H.R. 1140: Mr. MATSUI.  
H.R. 1193: Mr. GILCHREST, Mr. GREEN of Texas, and Mr. WU.  
H.R. 1217: Mr. REYES and Ms. EDDIE BERNICE JOHNSON of Texas.  
H.R. 1228: Mrs. THURMAN, Mr. DAVIS of Illinois, Mr. GLIMAN, Ms. WOOLSEY, and Mrs. MCCARTHY of New York.  
H.R. 1229: Mr. KUCINICH.  
H.R. 1276: Mr. THOMPSON of Mississippi.  
H.R. 1283: Mr. PORTER, Mr. BACHUS, Mr. POMBO, and Mr. THORNBERRY.  
H.R. 1320: Mr. MOORE.  
H.R. 1344: Mr. WATKINS.  
H.R. 1433: Ms. ROS-LEHTINEN, Mr. DEUTSCH, and Mr. GONZALEZ.

H.R. 1497: Mr. POMEROY.  
H.R. 1507: Ms. MILLENDER-MCDONALD.  
H.R. 1511: Mr. MCINTYRE.  
H.R. 1559: Mr. MCINNIS, Mrs. NAPOLITANO, Mr. FILNER, Mr. GIBBONS, and Mr. COOK.  
H.R. 1578: Mr. BUYER.  
H.R. 1590: Mr. LANTOS.  
H.R. 1592: Mr. GREENWOOD and Mr. GILLMOR.  
H.R. 1598: Mr. CASTLE, Mr. BAKER, Mr. NORWOOD, Mr. BLAGOJEVICH, and Mr. SANDLIN.  
H.R. 1620: Mr. FLETCHER and Mr. BARRETT of Nebraska.  
H.R. 1621: Mr. PHELPS, Mr. MURTHA, Mr. NADLER, Mr. TRAFICANT, Mr. REGULA, Mr. KLINK, Mr. BOSWELL, Mr. LATHAM, Ms. STABENOW, and Mr. SHOWS.  
H.R. 1629: Mr. GORDON.  
H.R. 1676: Mr. DAVIS of Illinois.  
H.R. 1736: Mr. MCDERMOTT.  
H.R. 1777: Mr. CAPUANO and Ms. DELAULO.  
H.R. 1795: Mr. PETERSON of Pennsylvania, Mr. MCINTYRE, Mr. SHAYS, and Mr. CLAY.  
H.R. 1798: Mr. HOYER.  
H.R. 1804: Mr. CAPUANO.  
H.R. 1816: Ms. MILLENDER-MCDONALD and Mr. HINCHEY.  
H.R. 1839: Mrs. CHRISTENSEN and Mr. DUNCAN.  
H.R. 1850: Mr. GEJDENSON.  
H.R. 1857: Mr. GORDON and Mr. CLEMENT.  
H.R. 1861: Mr. PASTOR.  
H.R. 1907: Mrs. NAPOLITANO, Mrs. MEEK of Florida, Mr. PETRI, Mr. NORWOOD, Mr. BALLENGER, and Mrs. JOHNSON of Connecticut.  
H.R. 1932: Mr. TANCREDO and Mr. FARR of California.  
H.R. 1954: Mr. BARTON of Texas.  
H.R. 1983: Mr. HINCHEY.  
H.R. 2120: Mr. KIND, Mr. HOFFFEL, Mr. KENNEDY of Rhode Island, Mr. PICKETT, Mr. CALVERT, and Mr. GREEN of Texas.  
H.R. 2189: Mr. CUNNINGHAM and Mr. ROHR-ABACHER.  
H.R. 2202: Mr. PICKETT, Mr. HINCHEY, Mr. BLUMENAUER, and Mr. LANTOS.  
H.R. 2236: Mr. HINCHEY.  
H.R. 2241: Mr. WELLER, Mr. WATKINS, Mr. GOODE, Mr. DEUTSCH, Mr. HINCHEY, and Mr. MINGE.  
H.R. 2247: Mr. CALVERT.  
H.R. 2319: Mr. GILMAN.  
H.R. 2377: Ms. SCHAKOWSKY.  
H.R. 2384: Mr. LAHOOD, Ms. ESHOO, Mr. GREEN of Texas, Mr. SAWYER, Mr. WYNN, and Ms. MCCARTHY of Missouri.  
H.R. 2386: Mr. HINCHEY and Mrs. CHRISTENSEN.  
H.R. 2417: Mr. UDALL of Colorado.  
H.R. 2420: Mr. HILLIARD, Mr. HASTINGS of Florida, and Mr. GREEN of Texas.  
H.R. 2436: Mr. TIAHRT and Mr. HYDE.  
H.R. 2444: Mr. BLAGOJEVICH.  
H.R. 2453: Mr. HOEKSTRA.  
H.R. 2457: Mr. WAXMAN and Mr. FRANK of Massachusetts.  
H.R. 2499: Mr. DELAHUNT and Mr. VENTO.  
H.R. 2511: Mr. NETHERCUTT, Mr. BEREUTER, Mr. RAHALL, and Mr. BARRETT of Nebraska.  
H.R. 2515: Mr. HOLDEN, Mr. GUTIERREZ, Mr. GREEN of Texas, and Mr. WAXMAN.  
H.R. 2529: Mr. KUYKENDALL, Mr. FLETCHER, Mr. BALLENGER, and Mr. SHOWS.  
H.R. 2538: Mr. MCINTYRE, Mr. BERRY, Mr. SMITH of New Jersey, and Mr. BARRETT of Wisconsin.  
H.J. Res. 55: Mr. HINCHEY.  
H.J. Res. 59: Ms. DANNER.  
H. Con. Res. 58: Mr. HOBSON.  
H. Con. Res. 80: Mr. ENGLISH, Mr. BLUMENAUER, Mr. WAXMAN, Mr. LANTOS, and Mrs. JONES of Ohio.  
H. Con. Res. 100: Mr. BLUMENAUER, Mr. BAIRD, Mr. LANTOS, Mrs. JONES of Ohio, and Ms. RIVERS.  
H. Con. Res. 130: Mr. LUTHER.  
H. Con. Res. 134: Mr. ROMERO-BARCELO.  
H. Con. Res. 136: Mr. OBERSTAR, Mr. MR. DEFazio, Mr. PICKETT, and Mr. COSTELLO.

H. Con. Res. 139: Ms. HOOLEY of Oregon, Mr. KUCINICH, Mrs. CAPPS, Mr. MCINTOSH, Mr. DICKS, Mr. LANTOS, and Mrs. JOHNSON of Connecticut.  
H. Con. Res. 154: Mr. FROST.  
H. Con. Res. 158: Mr. HOYER.  
H. Res. 37: Ms. RIVERS and Ms. STABENOW.  
H. Res. 107: Mr. BERMAN and Ms. CARSON.

¶81.43 PETITIONS, ETC.

Under clause 3 of rule XII, petitions and papers were laid on the clerk's desk and referred as follows:

38. The SPEAKER presented a petition of the Municipal Council of the Township of Woodbridge, relative to a Resolution petitioning support for Senate Bill S-512 and House of Representatives Bill H.R.-274; to the Committee on Commerce.

WEDNESDAY, JULY 21, 1999 (82)

¶82.1 APPOINTMENT OF SPEAKER PRO TEMPORE

The House was called to order by the SPEAKER pro tempore, Mr. BURR, who laid before the House the following communication:

WASHINGTON, DC,  
July 21, 1999.

I hereby appoint the Honorable RICHARD BURR to act as Speaker pro tempore on this day.

J. DENNIS HASTERT,  
*Speaker of the House of Representatives.*

¶82.2 APPROVAL OF THE JOURNAL

The SPEAKER pro tempore, Mr. BURR, announced he had examined and approved the Journal of the proceedings of Tuesday, July 20, 1999.

Pursuant to clause 1, rule I, the Journal was approved.

¶82.3 COMMUNICATIONS

Executive and other communications, pursuant to clause 2, rule XIV, were referred as follows:

3157. A letter from the Director, Office of Regulatory Management and Information, Environmental Protection Agency, transmitting the Agency's final rule—Bentazon; Extension of Tolerance for Emergency Exemptions [OPP-300883; FRL 6087-5] (RIN: 2070-AB78) received July 2, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3158. A letter from the Director, Office of Regulatory Management and Information, Environmental Protection Agency, transmitting the Agency's final rule—Fosetyl-Al; Pesticide Tolerance [OPP-300892; FRL-6090-3] (RIN: 2070-AB78) received July 2, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3159. A letter from the Director, Office of Regulatory Management and Information, Environmental Protection Agency, transmitting the Agency's final rule—Imazamox; Pesticide Tolerances for Emergency Exemptions [OPP-300879; FRL-6086-5] (RIN: 2070-AB78) received July 2, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3160. A letter from the Director, Office of Regulatory Management and Information, Environmental Protection Agency, transmitting the Agency's final rule—Imidacloprid; Pesticide Tolerances for Emergency Exemptions [OPP-300884; FRL-6088-3] (RIN: 2070-AB78) received July 13, 1999, pursuant to 5 U.S.C. 801(a)(1)(A); to the Committee on Agriculture.

3161. A letter from the Director, Office of Regulatory Management and Information,